

Andrews University

Digital Commons @ Andrews University

Dissertations

Graduate Research

1986

Self-Concept in Home-Schooling Children

John Wesley Taylor
Andrews University

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Education Commons](#), and the [Psychology Commons](#)

Recommended Citation

Taylor, John Wesley, "Self-Concept in Home-Schooling Children" (1986). *Dissertations*. 726.
<https://digitalcommons.andrews.edu/dissertations/726>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.



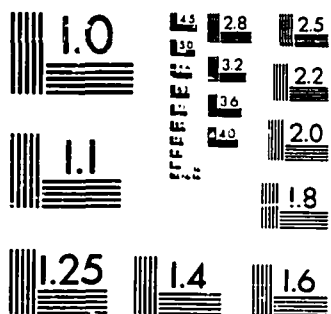
Seek Knowledge. Affirm Faith. Change the World.

Thank you for your interest in the

**Andrews University Digital Library
of Dissertations and Theses.**

*Please honor the copyright of this document by
not duplicating or distributing additional copies
in any form without the author's express written
permission. Thanks for your cooperation.*

U·M·I



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

University Microfilms International
A Bell & Howell Information Company
300 N. Zeeb Road, Ann Arbor, Michigan 48106

INFORMATION TO USERS

This reproduction was made from a copy of a manuscript sent to us for publication and microfilming. While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. Pages in any manuscript may have indistinct print. In all cases the best available copy has been filmed.

The following explanation of techniques is provided to help clarify notations which may appear on this reproduction.

1. Manuscripts may not always be complete. When it is not possible to obtain missing pages, a note appears to indicate this.
2. When copyrighted materials are removed from the manuscript, a note appears to indicate this.
3. Oversize materials (maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or in black and white paper format.*
4. Most photographs reproduce acceptably on positive microfilm or microfiche but lack clarity on xerographic copies made from the microfilm. For an additional charge, all photographs are available in black and white standard 35mm slide format.*

*For more information about black and white slides or enlarged paper reproductions, please contact the Dissertations Customer Services Department.

U·M·I Dissertation
Information Service

University Microfilms International
A Bell & Howell Information Company
300 N. Zeeb Road, Ann Arbor, Michigan 48106

8624219

Taylor, John Wesley, V

SELF-CONCEPT IN HOME-SCHOOLING CHILDREN

Andrews University

PH.D. 1986

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy ✓
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Dissertation contains pages with print at a slant, filmed as received _____
16. Other _____

University
Microfilms
International

Andrews University
School of Education

SELF-CONCEPT IN HOME-SCHOOLING CHILDREN

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
John Wesley Taylor V
April 1986

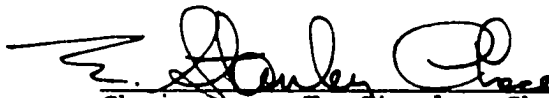
SELF-CONCEPT IN HOME-SCHOOLING CHILDREN

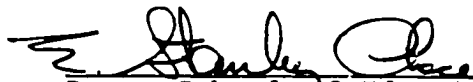
A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Philosophy

by


John Wesley Taylor V

APPROVAL BY THE COMMITTEE


Chairman: E. Stanley Chace



Dean, School of Education


Committee Member: Minerva Straman


Committee Member: Paul Brantley

April 23, 1936

Date approved


Committee Member: Millie Youngberg


External Examiner: Mario Fantini

ABSTRACT

SELF-CONCEPT IN HOME-SCHOOLING CHILDREN

by

John Wesley Taylor V

Chairman: E. Stanley Chace, Ed.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH
Dissertation

Andrews University
School of Education

Title: SELF-CONCEPT IN HOME-SCHOOLING CHILDREN
Name of researcher: John Wesley Taylor V
Name and degree of faculty adviser: E. Stanley Chace, Ed.D.
Date completed: April 1986

The home school appears to be in a renaissance. This national study sought to provide an empirical base upon which to formulate viable decisions regarding home-schooling children. The study considered homeschoolers in grades four through twelve. The randomized sample yielded 224 qualified participants.

Conclusions include the following:

1. The self-concept of the homeschoolers was significantly higher ($p < .001$) than that of the conventionally schooled population on all scales of the Piers-Harris Children's Self-Concept Scale. Half of the

homeschoolers scored at or above the 91st percentile on the global scale.

2. Insofar as self-concept is a reflector of socialization, it appears that few homeschoolers are socially deprived.

3. The self-concept of the homeschoolers decreases significantly ($p < .01$) as age and grade level rise.

4. The factors of gender, number of siblings, locale of residence, prior conventional schooling, number of years of home schooling, beginning school age, educational level of home-school operators, and geographical region are not significantly related to the self-concept of homeschoolers when considered independently. 05. Higher socioeconomic status and an increase in the number of homeschoolers in a family are significantly related ($p < .05$) to a more positive self-concept in homeschoolers.

6. The best predictive model of self-concept in homeschoolers ($p < .001$) is related to lower grade-equivalence, higher years of home schooling, higher socioeconomic status, higher number of homeschoolers in the family, and higher beginning school age. The model is statistically stable and accounts for over 12 percent of the variance in the self-concept.

7. Homeschoolers are apparently concentrated towards lower grade levels and tend to commence formal instruction at a later age than the national average.

8. There is an approximately balanced distribution of homeschoolers in terms of gender and geographical region.

9. It appears that home-schooling families frequently have more children than the national average and usually have more than a single child in the home school.

10. Very few of the children are in their first year of home schooling and most have previously attended a conventional school.

11. The educational level and socioeconomic status attained by home-school operators seems to be considerably higher and their locale more rural than that of the comparable general population.

TABLE OF CONTENTS

LIST OF TABLES	viii
--------------------------	------

Chapter

I. INTRODUCTION AND DESCRIPTION OF THE PROBLEM . .	1
Statement of the Problem	4
Purpose of the Study	5
Significance of the Study	5
Significance to Parents	6
Significance to Educators	7
Significance to Legal Systems	8
Significance to the Home-Schooling Movement	10
Significance to Research	11
Definition of Terms	14
Assumptions	14
Delimitations	15
Limitations	15
Hypotheses	16
Organization of the Study	18
II. REVIEW OF LITERATURE	19
Review Methodology	19
Literature Relevant to Home Schooling . . .	21
The Home-Schooling Movement	22
Extent of the movement	22
Research regarding the movement . .	23
Debate surrounding the movement . .	24
Home-Schooling Rationale	26
Gustavsen study	27
Williams et al. study	27
Washington state studies	29
Further studies regarding motive . .	30
Characteristics of Home-Schooling	
Families	32
Societal factors	33
Professional factors	34
Familial factors	35
Profile of the Home Schools	36
Curriculum and instructional methods	37

Academic performance	39
Results of the home school	42
Legal Aspects in Home Schooling	43
Legislative actions	43
Judicial decisions	45
Constitutional protection	48
Literature Relevant to Self-Concept	49
Self-Concept as a Construct	51
A definable construct	51
A relevant construct	52
An identifiable construct	54
A multi-dimensional construct	56
A stable but potentially-mutable construct	57
Self-Concept and Time-Related Factors	58
Relationship with age	59
Relationship with grade level	59
Self-Concept and Gender	60
Significant differences reported	61
No significant differences reported	62
Self-Concept and Socioeconomic Factors	63
Inverse relationship	63
Parallel relationship	63
No significant relationship	64
Self-Concept and Ethnic Groups	65
No significant differences	65
Observed differences	66
Self-Concept and Significant Others	67
The family as significant others	69
Teachers as significant others	73
Peer groups as significant others	73
Self-Concept and Intelligence	75
Reports of positive relationship	75
Conflicting findings	76
Self-Concept and Achievement	77
Achievement in general scope	78
Student grades	79
Language achievement	80
Mathematics achievement	82
Conflicting findings	83
Self-Concept and Instructional Methods	85
Independent study	85
Individualized instruction	86
Degree of school closedness	87
Additional methods of instruction	88
Self-Concept and Personality	90
Relationship to stressors	91
Relationship with assertiveness	91
Relationship with emotional irregularities	92
Self-Concept and Additional Factors	93

Relationship to physical skills	93
Locale of residence	94
Miscellaneous factors	94
Summary of the Review of Literature	95
III. RESEARCH METHODOLOGY	98
Inquiry Type	98
Inquiry Techniques	99
Null Hypotheses	100
Population and Sample for the Study	102
Instrumentation	103
Selection of an Appropriate Instrument	103
Viability of the Instrument	105
Reliability of the instrument	106
Validity of the instrument	108
Description of the Instrument	111
A global measure of self-concept	112
A multi-dimensional measure of self-concept	113
Considerations regarding the instrument	114
Summary Concerning the Instrument	116
Collection of Data	117
Delimitations	119
Limitations	119
Data Analysis	120
Data Description Procedures	120
Hypothesis Testing Procedures	121
IV. PRESENTATION OF FINDINGS	122
Interpretation of the Data	122
Test Run and Volunteer Respondents	122
Research Study Returns	123
Individuals declining to participate	124
Returns rejected	125
Qualified participants	127
Rate of return	128
Interpretation of the Demographic Form	129
Specific considerations	130
General considerations	134
Interpretation of the Self-Concept Scale	135
Specific considerations	135
General considerations	138
Characteristics of the Sample	138
Demographic Factors	138
Age	139
Grade-equivalence	140
Gender	141

Siblings	141
Years of home schooling	142
Family earnings	143
Locale of residence	145
Attendance at a conventional school	146
Home-schooling children in family	146
Age at school commencement	147
Operator educational level	148
Geographical region	150
Self-Concept Factors	151
Item response	151
PHSCS global scale	154
PHSCS subscales	155
Specialized sample groups	157
Tests of Hypotheses	158
Hypotheses Involving Norms	159
Hypothesis 1	159
Hypothesis 2	162
Hypothesis 3	163
Hypotheses Confined to Home Schoolers	165
Hypothesis 4	165
Hypothesis 5	166
Hypothesis 6	167
Hypothesis 7	168
Hypothesis 8	168
Hypothesis 9	169
Hypothesis 10	170
Hypothesis 11	170
Hypothesis 12	171
Hypothesis 13	172
Hypothesis 14	173
Hypothesis 15	174
Hypothesis 16	174
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	178
Summary	178
Nature of the Study	179
Relevant Literature	180
Research Design	181
Research Findings	182
Demographic factors	182
Self-concept factors	184
Tests of hypotheses	184
Conclusions	186
Recommendations	191
APPENDICES	193
Appendix A -- Correspondence with Researchers	194

Appendix B -- Correspondence with Home-Schooling Agencies	217
Appendix C -- Mailout Materials	245
Appendix D -- Non-respondent Commentary	254
Appendix E -- Respondent Commentary	275
Appendix F -- Data Base	295
LITERATURE CITED	302

LIST OF TABLES

1. PHSCS Items Designated as Non-Applicable by Respondents	126
2. Percentage of Sample at Distinct Age Levels	139
3. Percentage of Sample at Distinct Grade-Equivalents	140
4. Percentage of Sample at Distinct Number of Siblings	142
5. Percentage of Sample at Distinct Years of Home Schooling	143
6. Percentage of Sample at Distinct Earnings Categories	144
7. Percentage of Sample at Distinct Locales of Residence	145
8. Percentage of Sample at Distinct Number of Home-Schooling Children in the Family	147
9. Percentage of Sample at Distinct Ages of School Commencement	147
10. Percentage of Sample at Operator Educational Levels	149
11. Percentage of Sample at Distinct Geographical Regions	150
12. Sample Response on PHSCS Items Compared to Norm Percentages and Indicating Response Tabulation Toward Higher Self-Concept	152
13. Percentage of Sample Response at Normed Quartiles on the PHSCS	155
14. Percentage of Respondents Attending Home Schools for Two or More Years at Normed Quartiles on the Global PHSCS Scale	158

15.	Percentage of Respondents Who Never Attended a Conventional School at Normed Quartiles on the Global PHSCS Scale	158
16.	Global and Subscale T-Values, Raw Sample Means, Raw Normative Means, and Normative Standard Deviations for the Total Home-Schooling Sample	160
17.	Global and Subscale T-Values, Raw Sample Means, Raw Normative Means, and Normative Standard Deviations for Children in the Sample Who Had Been Home Schooled for Two or More Years . . .	163
18.	Global and Subscale T-Values, Raw Sample Means, Raw Normative Means, and Normative Standard Deviations for Children in the Sample Who Had Never Attended a Conventional School	164
19.	Contribution to R-Squared by Components of the Best Predictive Model	176

CHAPTER I

INTRODUCTION AND DESCRIPTION OF THE PROBLEM

Throughout recorded antiquity, the primary locus of instruction is often found in the home. Indeed, the home was the original educational center and parents were frequently the sole instructors of their offspring. Gordon (1972) had noted that "the concept of parents-as-teachers has an ancient and honorable tradition" (p. 1).

In Biblical times, parents were commanded to instruct their children (Gen 18:19; Deut 4:9, 10; 6:6, 7; Prov 22:6; and Eph 6:4). Throughout much of American history, writers have also emphasized the importance of the school in the home. White (1913), for example, believed that the family was "the greatest of all educational agencies" (p. 107), while Maritain (1943) described the family as "the first and fundamental educational sphere" (p. 24). More recently, Frank Gaebeline (1964), a school administrator and associate editor of Christianity Today, continued to proclaim that "the most influential teachers . . . are parents" (p. 28).

History reveals that home schooling "was once a primary form of education in America" (Whitehead & Bird,

1984, p. 9). Many early American leaders and intellectuals were largely home-educated. Among these are nine presidents, including George Washington, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt; General Douglas MacArthur; authors such as Mark Twain, Phyllis Wheatley, Pearl S. Buck, and George Bernard Shaw; industrialist Andrew Carnegie; philosopher Benjamin Franklin; orator Patrick Henry; and inventor Thomas Edison (pp. 23-24). Historian Rushdoony (1971) concluded that the "family is man's first and basic school." He also observed that

parents have very extensively educated their child before the child ever sets foot inside a school. . . . At every stage of the child's life, the educational function of the home is the basic educational power in the life of the child. (p. 79)

Processes of urbanization and standardization, however, began to herald the advent of formal educational institutions. While initially rather tenuous in America, formal education was bolstered in the late eighteenth century by compulsory school-attendance laws. This legislation, enacted by a number of states, was directed primarily at the Americanization of immigrants and was but loosely invoked. Other states began to follow suit, however, and by the decade of the 1890s, compulsory attendance laws were strictly enforced.

By 1918, every state had in effect some form of compulsory school-attendance legislation (Williams,

Arnoldsen, & Reynolds, 1984; see also Carrere, 1983). Thus, formal educational institutions have become established quite securely in modern American society, while the home school has gradually faded in significance.

Home schooling, nonetheless, did not vanish entirely. Home schools continued to be a principal form of education until approximately World War I (Moore, 1985b). "Even since the beginning of universal compulsory schooling, a number of parents, because of geographical isolation or personal conviction, have always chosen to teach their own children" (Holt, 1983b, p. 391). The state of Alaska, for instance, has always utilized home instruction in remote areas (Whitehead & Bird, 1984).

In recent times, there has been a resurgence of interest in the home school. The number of home-schooling families is growing noticeably and the movement itself appears to be in an upward trend in the educational spectrum of America. As Jones and Semler had noted:

In recent years an increasing number of parents have been seeking alternatives to public education. . . . A small but growing number of parents are deciding to educate their children at home. (1983, pp. 257-258)

The renaissance of the home-schooling movement is evidenced by a proliferation of home-school support organizations (Williams et al., 1984). It is also confirmed by a dramatic surge in home-school litigation (Tobak & Zirkel, 1983). Despite serious personal consequences, increasing numbers of individuals "believe

that traditional schooling is neither indispensable to education nor 'right' for every child" (Lines, 1982, p. 119). These parents risk criminal charges, fines, jailings, and other forms of prosecution.

Home schooling has become a nationwide phenomenon (Carrere, 1983; Divoky, 1983), rising to the notice of parents, educators, judicial systems, and legislative assemblies. As with any serious reorientation of civilization, legitimate questions have been raised which scrutinize the viability of home schooling and its impact upon children and society. The home school has emerged as a national concern and the "present nationwide movement back to home schools deserves more than casual attention" (Moore, 1982, p. 372).

Statement of the Problem

Educational theory--such as that viewing self-concept as a reflected appraisal of significant others, experience, and related research--such as that exploring independent-study behavior and negative peer pressure--suggest that there may be a difference in the self-concept of home-schooled children as compared to those who are schooled in the conventional classroom.

Due to a lack of empirical validation directly addressing the issue, however, the research problem is

that the specific relationship of home schooling and the self-concept of children is largely unknown.

Purpose of the Study

This study sought to analyze the relationship which exists between home schooling and the self-concept of children in grades four through twelve. Self-concept was measured on the Piers-Harris Children's Self-Concept Scale (PHSCS). A high score on this instrument indicates an elevated self-concept.

In assessing the self-concept, Wylie (1974b) has noted that it is necessary to consider the effects of respondent characteristics such as age, gender, socioeconomic status, and others. Thus, for this study, the independent variables of age, grade-equivalence, gender, number of siblings, number of years in home school, socioeconomic status, locality of residence, prior attendance at a conventional school, number of children home schooling in the family, age when formal instruction commenced, operator educational level, and geographical region were measured and utilized in the analyses. The relationship of self-concept and home schooling was evaluated in terms of these demographic factors.

Significance of the Study

A child's social perspective is a strong determinant of his self-concept and development

(Rosenberg, 1965). Indeed, Hess and Shipman (1968) have noted that "the future of any society lies in its ability to train, that is to socialize its young" (pp. 2-3). Consequently, a concern frequently raised by parents, educators, and the judicial system alike is that home-schooled children may become socially deprived.

Significance to Parents

Home-school advocates have observed that "one of the common fears victimizing parents is that if the young child does not have a variety of socializing experiences out of his home, he will not develop well socially" (Moore & Moore, 1982a, p. 23). Similarly, a study of 441 families in Washington state reported that "many people who are hearing about home schooling for the first time ask about socialization even before they ask about academics" (Wartes, 1985, p. 8).

Kearney (1984) also found that the major concern which people raise about educating children at home is fundamentally the issue of socialization. Williams et al. (1984) noted that parents beginning to home school are often concerned for their children's socialization, while Wallace (1983) observed that parents who had been teaching their children at home for a time frequently continued to maintain an interest in their social adjustment.

Home-school advocates respond that children "are not only better taught at home than at school, but are

also better socialized by parental example and sharing than by other little children" (Moore, 1985a, p. 3). Many home-schooling parents have also come to disbelieve the premise which states that children need to be in large groups of like-aged children for long periods of time in order to develop their social skills and self-concept. These parents maintain that their children have become more outgoing, mature, and responsible as a result of the home school (Richoux, 1982). Research by Seligman and Zabarsky (1979), however, found that other parents are discovering that some children who are consistently home schooled become lonely.

Significance to Educators

Educators have become quite vocal in portraying the flaws or virtues of the home-schooling philosophy. Gordon (1972), for example, observed that "in modern times professional educators have developed and preached that parents are unable to be effective teachers of their children" (p. 1).

While praised for its flexibility and individualization, the home school has at times been criticized as narrow, impractical, and potentially dangerous to the child's social perspective (Franzosa, 1984; Mullen, 1983). The U. S. Department of Education posed the issue that "public and church school officials seem worried about socialization and shudder at

'children's inability to face the world'" (Moore, 1985b, p. 6).

D. Johnson (1981), an educational researcher, earlier declared that mutual student interaction is essential in the development of the child. This, it was maintained, results from the fact that peer relationships contribute much to the socialization of values, attitudes, and ways of perceiving the world. Such an association, in turn, will frequently tend to "promote feelings of belonging, acceptance, support, and caring" (p. 6).

Whitehead and Bird (1984) have similarly noted that "many public educators urge that group learning and social contact by children with their age-group peers is essential to the educational process. . . . This has been termed socialization." It was also observed, however, that in recent years "socialization and peer pressure have been critically viewed for their negative effects" (p. 86).

Significance to Legal Systems

The courts have also considered the socialization refrain. In the 1981 case of State v. Riddle, the West Virginia Supreme Court ruled against the home-schooling parents although their children scored above average on achievement tests. The court felt that a door might otherwise be opened for parents

to separate their children from organized society in an environment of indoctrination and deprivation that the children become mindless automatons incapable of coping with life outside of their own families. (285 SE.2d 367)

In an opposing view, the New Jersey high court in the case of State v. Massa (1967) overturned a lower court decision which stated that in order for children "to develop socially, it would be necessary for them to be educated in a group" (231 A.2d 252).

Equivalent alternative forms of education are permitted by a number of states. In order to determine whether home-school situations are indeed equivalent, the courts have at times required both social and academic parity (Stephen v. Bongart, 1937; Knox v. O'Brian, 1950). In the case of Stephen v. Bongart, for example, the parents were criticized for it was felt that their children were not gaining the benefits of interaction with other children. This was seen as essential to the proper development of the emotions and aptitudes of life.

This socialization rationale underscores the concern which society feels for the education of its children. It also indicates that the courts perceive home schooling to be a societal as well as a familial matter. The fact that laws regarding home instruction vary considerably from state to state (Tobak & Zirkel, 1983) and that various courts have at times taken opposing views

further indicate the need for substantial evidence upon which to base decisions of social implication.

Significance to the Home-Schooling Movement

A specific allegation urged against the home-schooling movement is that home-schooled children suffer adversely from social deprivation and that this, in turn, negatively impacts upon their self-concept. Nezer (1983), for example, found that children who were rated as having inadequate social skills yielded lower scores on a measure of self-concept (see also Byham, 1983). In a study of high-school juniors and seniors, Rosenberg (1965) had reported that low self-esteem parallels feelings of social isolation.

Home-school advocates, on the other hand, contend that the intimate relationship with an important other and the demise of devastating peer pressure enhance the child's self-concept. They also suggest, as did research by Kahn (1982), that a healthy self-concept may then be a precursor to positive social interaction.

John Holt, a foremost leader in the home-schooling movement, claimed that home-schooled children lead an active and healthy social life, much more positive than their conventionally schooled agemates. "If there were no other reason for wanting to keep kids out of school, the social life would be reason enough" (1981a, p. 44). Home-schoolers, Holt added, avoid the negative

social pressure of the conventional school, which is generally "mean-spirited, competitive, exclusive, status-seeking, [and] snobbish" (1981a, p. 45).

Moore, a developmental psychologist and a leader in the home-school movement, similarly argues that the home-schooled child "is the one who has a sense of self-worth" (1985a, p. 4). The home-school experience, it is maintained, "brings out the best achievers and the most socialized" (Focus on the Family, 1982, p. 3). The notion that children need to be constantly surrounded by their peers in order to be adequately socialized and adjusted is "an extravagant myth." Children educated at home, it is asserted, will develop a positive sense of self-worth which becomes the basic ingredient for a positive sociability. In this context, Moore (1982) declared that

Parents and educators usually talk about sociability, but neglect to differentiate the kind of sociability they prefer. The child who feels needed, wanted, and depended on at home, sharing responsibilities and chores, is much more likely to develop a sense of self-worth and a stable value system--which is the basic ingredient for a positive sociability. In contrast is the negative sociability that develops when a child surrenders to his peers. (p. 366)

There is a need, therefore, for an evaluation of the home-schooling movement and its implications, and a careful analysis of the statements launched in this confrontation.

Significance to Research

In this vein, Gustavsen (1980) pointed out the necessity for definitive research in the home-school

arena. "Until such objective research is conducted, educators, researchers, and public authorities must continue to rely on hearsay or claims of parents" (p. 153). John Holt, likewise, called for educational research "in the homes of families who are teaching their own children" (1983b, p. 393).

Brembeck and Grandstaff (1969) have noted that "discussions of the educative role of the family are almost nonexistent" (p. 127). As a result, parents do not generally think of themselves as teachers, and the public tends to view the home as "an educationally barren place" (p. 129). Williams et al. (1984), also, delineated that the home-school phenomenon has largely been ignored by scholars because educational research has tended to focus upon learning within the school rather than in the home. The appeal is reiterated for in-depth research in the topic area of home schooling.

A concern for the social development of the home-schooled child is legitimate. Social interactions constitute much of the significance of life and the identity of the individual. In this regard, a vital aspect of a child's socialization is to be found in his self-concept. "There can be little doubt that the social organization of the community into which an individual is born is decisive for the number and types of goals among

which he may choose as he matures" (Diggory, 1966, p. 261). These goals, in turn, directly impact in the formation of the self-concept and, hence, affect "the core of the quality of life" (Moore, Moore, Willey, Moore, & Kordenbrock, 1979, p. 211).

Self-concept, for example, has been found to strongly influence the life aspect of academic achievement (Brookover, Patterson, & Thomas, 1964; Caplin, 1966). Klimes (1977) has suggested that a child's success or failure in school is deeply rooted in his self-concept. Gordon (1977), likewise, emphasized the self-concept as a principal factor in the education of the child. While this self-concept is derived from many sources, the family and the cultural context seem to be major influences, even in early childhood (Moore et al., 1979).

It was concerns such as these which led Diggory (1966) to call for a more extensive and definitive research in the realm of the self-concept. Wylie (1974a), also, observed that

The empirical study of self-referent constructs could lead to significant increments in our scientific knowledge of personality, provided that there is a much more widespread and serious commitment to the conceptual and methodological vigors necessarily involved in scientific work. (p. 331)

It is imperative, therefore, that education be considered in terms of the self-concept and of the home. Any substantial educational movement must also be evaluated for its effect upon that self-concept. In view

of the present dearth of home-school research and its contextual relevance, it is vital that the area of home schooling be carefully investigated. This study speaks to the relationship between home schooling and the self-concept.

Definition of Terms

The following terms are utilized with a specific meaning in this study:

Home Schooling. A teaching situation wherein children learn in the home in lieu of a conventional school. The parents, tutors, or guardians assume the direct responsibility for the education of their children.

Grade-Equivalent. The grade level of the home-schooling child as indicated by the parents.

Self-Concept. A construct defined as an individual's perception of himself, of what he perceives others to think of him, and of what he himself would wish to be.

Assumptions

Self-concept is a construct whose entity is measurable by the PHSCS.

Self-concept is multidimensional, relatively stable but potentially mutable, and represents an individual's reported judgments concerning himself and others' perceptions of his self.

Home-schooling children in the mailing lists from

which the sample was drawn are representative of home schoolers in general throughout the United States.

Home-schooling children render self-evaluations on the PHSCS which are accurate reflections of perceived self-concept.

Delimitations

The study was delimited to current home-schooling children in the United States. These children were in grade-equivalents four through twelve.

The sample was delimited to those individuals whose names resided in the mailing lists of two large home-schooling agencies--Hewitt Research Foundation located in Washington state and Holt Associates, Inc. of Boston.

Limitations

The study was limited insofar as certain aspects of the self-concept may not have been adequately measurable.

The PHSCS norms utilized in this study presented a limitation in that they are based upon data from a single Pennsylvania school district.

A limitation was due to the fact that not all home-schooling children were identified in the mailing lists from which the random sample was drawn.

The findings of the study indicated that a few

respondents qualified certain answers on both the PHSCS and the demographic form. For purposes of the study, these qualifications did not enter the statistical analyses but were discussed in connection with the findings.

Hypotheses

The following research hypotheses were utilized in this study:

1. There is a significant difference between the self-concept of those children who are in home schools and the norms of self-concept in the conventionally schooled population in terms of both the global measure and the six subscales of the Piers-Harris Children's Self-Concept Scale (PHSCS).

2. There is a significant difference between the self-concept of those children who have been home schooled for two or more years and the norms of self-concept in the conventionally schooled population.

3. There is a significant difference between the self-concept of home-schooling children who have never attended a conventional school and the norms of self-concept in the conventionally schooled population.

4. There is a significant relationship between the age of home-schooling children and their self-concept.

5. There is a significant relationship between the grade-equivalence of home-schooling children and their self-concept.

6. There is a significant difference in the self-concept of male and female home-schooling children.

7. There is a significant relationship between the number of siblings of home-schooling children and their self-concept.

8. There is a significant relationship between the number of years which children have been home schooled and their self-concept.

9. There is a significant relationship between the socioeconomic status of home-schooling children and their self-concept.

10. There is a significant difference between the self-concept of home-schooling children who live in a primarily rural area and those who live in a principally urban area.

11. There is a significant difference in the self-concept of home-schooling children who have attended a conventional school and those who have not.

12. There is a significant relationship between the total number of home-schooling children in a family and the self-concept.

13. There is a significant relationship between the self-concept of home-schooling children and the age when they began formal instruction.

14. There is a significant relationship between the educational level of home-school operators and the self-concept of their home-schooling students.

15. There is a significant relationship between residence in a given geographical region and the self-concept of home-schooling children.

16. There is a combination of the demographic variables utilized in this study that significantly predicts self-concept in home-schooling children.

Organization of the Study

Chapter 1 is comprised of an introduction to the study, a description of the problem, purpose and significance of the study, definition of terms, assumptions, delimitations and limitations, and the research hypotheses. Chapter 2 presents a review of literature related to self-concept and home schooling. Chapter 3 delineates the research methodology, describing its design and procedure. Chapter 4 reports the findings of the study, presents and analyzes the data, and tests the hypotheses. Chapter 5 summarizes the study, states its conclusions, and provides appropriate recommendations.

CHAPTER II

REVIEW OF LITERATURE

In an examination of the literature, it was considered necessary to focus that review on sources which pertain closely to the subjects under consideration. It is also pertinent to identify those strategies which were utilized in the investigation of literature. It might be presumptuous to assume that every item of research or philosophical commentary with any tangential relevance to the topic of the study has been scrutinized and its merit identified. With these considerations in mind, a summary of the methodology utilized in this review is presented.

Review Methodology

The present study involved two primary loci of investigation. The first dealt with home schools in general and home-schooling children in specific. The second centered about the self-concept in general and the self-concept of children in grade-equivalents four through twelve in specific. The study sought to bring about an intersection of these two dimensions.

Review methodology for literature pertinent to home schooling involved a search of relevant books and periodicals. This investigation, while partly fruitful, was hindered, nonetheless, by the lack of suitable descriptors for home-centered learning in indices and catalogs. Hence, a computerized search of titles and abstracts in the ERIC, DISS, SPIF, and ONED databases was conducted through BRS Information Technologies and Dialog. The sources surfacing through this process were then studied and evaluated for their relevance. In addition, major agencies involved with the home-school movement were contacted, and bibliographies pertaining to the topic were requested. Communication was also endeavored with approximately seventy-five researchers recently or currently involved with the topic area of home schooling (see Appendix A for sample correspondence).

Review methodology for literature pertaining to the self-concept incorporated an analysis of dissertations addressing this construct. The principal timeframe under consideration ranged from 1965 through 1985. Professional journals, ERIC documents, and books addressing philosophical and psychological aspects of the self-concept were also reviewed. Furthermore, a computerized search of the above-mentioned databases beginning with a 1977 dateline was conducted in order to insure that relevant literature specific to the self-concept of

children had been identified. The 1977 dateline for the computerized search was chosen as certain indices were not available in updated form since that time.

Literature Relevant to Home Schooling

Home schools have been defined as "concerned parents teaching their children systematically at home" (Moore, 1985, p. 8). John Holt has declared the home school to be a situation wherein

parents, instead of having their school-aged children in formal schools during school hours, teach them at home and in the world around the home, using the school as a resource only if and when they wish to. (1981b, p. 2)

In the legal opinion of Whitehead and Bird (1984), home schooling is seen as the "education of children independently of either private or public settings" (p. 9) or as the "structured, individual instruction of a child (or children) by parents in basic living skills as well as in traditional and additional courses of academic study" (p. 16). Others, such as Meighan (1984), have described home schooling simply as education based at home.

The term "home schooling" is frequently found throughout the literature to be used interchangeably with phrases such as "home education," "home instruction," "home-centered learning," "deschooling," or "unschooling" (see also Whitehead & Bird, 1984, p. 9). It is with a

similar equivalence that these descriptors should be considered when utilized in this review.

The Home-Schooling Movement

Home schools are proliferating as families increasingly seek alternative, nontraditional forms of education. As an educational movement, home schooling appears to be gaining momentum.

Extent of the movement

In 1983b, Holt judged that the "actual number of families who have chosen not to send their children to school is hardly more than ten or fifteen thousand" (p. 392; see also Lines, 1983; McCoy, 1981; Williams et al., 1984). Holt estimated that by the end of the decade of the 1980s, however, there might be nearly a half million home-schooling children (Harris & Fields, 1982).

Other sources have placed the estimate even higher. Moore (1985b), for example, suspected that the number of home schools may be approaching one million. He proclaimed the phenomenon likely to be the "fastest growing educational movement in America" (p. 8). Researcher John Naisbitt, in his best-seller Megatrends (1982), had likewise calculated that the figure of home schoolers may have been as high as one million (p. 144), while Bill Gothard, a nationwide lecturer at family seminars, had estimated that there were one to three

million home schoolers in America ("Home Schooling: An Idea Whose Time Has Returned," 1984). Gothard assessed that the ranks of home schoolers were increasing at a rate of 100,000 home schools per year ("Honors," 1983).

Similarly, in the United Kingdom and other foreign countries, home schooling had been observed to be a rapidly growing movement (Meighan, 1984; Moore, 1985b). Home schooling has thus become a significant trend of national and international extent (Divoky, 1983; Lines, 1982), and has been labeled "the movement of the decade" ("Home Schooling: An Idea Whose Time Has Returned," 1984, p. 824).

Research regarding the movement

While there has been a dramatic surge in the home-schooling movement (Benson, 1981; Harris & Fields, 1982; Kearney, 1984; Wartes, 1985; Whitehead & Bird, 1984), there is but a scanty array of serious research which deals with the home-school phenomenon. Much of the literature which addresses home-centered learning consists of news articles, anecdotal collections, criticisms of traditional education or of the home school, or promotions of materials and teaching procedures for home-schooling families.

In a paper presented at the 1984 annual meeting of the American Educational Research Association, Williams et al. suggested that the paucity of home-schooling

literature may be due largely to two important factors: (1) reluctance of home-schooling parents to identify themselves because of legal implications, and (2) preoccupation of researchers with classroom learning as opposed to instruction in the home. Harris and Fields (1982) also held that educators and researchers have tended to view the home-schooling movement as "simply an exercise in middle-class elitism" (p. 28).

In view of this situation, Mullen (1983) had observed that as the numbers of home schoolers increased, they would open up new terrain for educational research. Accordingly, Gustavsen (1980), Moore (1985a), and Williams et al. (1984) have presented appeals for further research in this home-school domain. Moore, in particular, called for comparative studies of home schoolers and national norms.

The dearth of serious home-school research in the light of the expanding influence of the movement thus indicates an intense need for research which addresses issues surrounding the home school. It calls for an investigation of the context and the effect of home schooling.

Debate surrounding the movement

In the educational realm itself, there has been considerable debate regarding the home-school philosophy. In 1976, West identified the need for a distinct

curricular movement in the early elementary grades. In this theoretical setting, the child would be exposed to less structure and fewer competitive factors in order that he might minimize failure and find positive, successful experiences.

Holt (1983b) similarly called for such an event which he identified as the home-school movement. The home school was seen as a "laboratory for the intensive and long range study of children's learning and of ways in which friendly and concerned adults can help them" (p. 393).

Certain educators, however, have been critical of Holt's philosophy and of the home-school ideology. An article in U. S. News (Solorzano, 1985) stated that most educators are uneasy about the implications of home schooling. Franzosa (1984), for example, accused Holt of defining

a society in which the individual's welfare is not the legitimate concern of the state, one's children can be thought of strictly as one's own, and the individual need feel no responsibility for the good of all. (p. 229)

Holt, furthermore, was indicted for not providing for adequate social interaction in home schools. Franzosa thus clearly disagreed with the premise that home schooling was the best educational plan.

Harris and Fields (1982) had also observed that the "degree with which the child interacts with other

children is . . . a major concern in this controversy" (p. 27). Thomas Shannon (1979), then executive director of the National School Boards Association, maintained that the home could not provide an environment suitable for the child's social interaction, and, furthermore, that parents were not able to provide equivalent instruction. Similarly, Omer Norton of the Department of Education for the state of Maine declared in a U. S. News article ("When Parents Ask: Who Needs School?," 1980) that "instruction in isolation cannot compare with a child being instructed in a group" (p. 47).

In view of confrontations which are multiplying in educational, legislative, and judicial circles regarding home schools, it is vital to examine that research which has been carried out concerning these entities and draw from it rational conclusions and new directions for research.

Home-Schooling Rationale

Motives are an important consideration in the evaluation of any behavior. This is no less the case in an analysis of the home-school operation. In this light, a number of investigators have systematically evaluated bases from which parents choose to school their children at home.

Gustavsen study

In 1980, Gustavsen noted that parents expressed five major reasons for the establishment of home schools. In order of importance, these were: (1) a regard for the moral health and (2) character development of their children, (3) a concern for the negative effects of rivalry and ridicule often found in the conventional schools (see also "When Parents Ask: Who Needs School?", 1980), (4) a perception of poor quality in public school education, and (5) a desire to extend the contact time between parent and child (p. 142).

Additional causes were found in a dissatisfaction with the available options in contemporary education, concern regarding the role of the parent, and a desire to establish the home as the basic unit in the child's life (pp. 81-93). Certain parents were also identified as choosing the home school in order to avoid busing. Gustavsen concluded, however, that parental convictions regarding home schooling were based "primarily on moral and philosophical motives rather than economic, physical, or geographic" factors (p. 150).

Williams et al. study

In 1984, Williams et al. conducted research based upon home-school case studies. While the research dealt primarily with the nature of family curricular practice,

six grounds which parents often provided as a rationale for their home school were noted:

1. The child seemed unsuited for the conventional school. A need for individualized instruction was perceived based on the fact that the child was in advance or was trailing his peer group academically (see also McCoy, 1981).

2. Parents wished to feel in control. They wanted the child's life to be home-centered rather than school-centered. A desire was also expressed to spend less time on academically oriented tasks.

3. The social influences of the conventional school were seen as detrimental. Parents wished to cultivate their children in an environment as free as possible from negative peer pressure, sexual permissiveness, unhealthy competition, and substance abuse (see also McCoy, 1981; "When Parents Ask: Who Needs School?", 1980).

4. The parents had a distinct conceptualization of the learning process. Independent thought, self-guided study, creativity, and action were valued.

5. There was a specific idea regarding educational content. Parents wished to transmit the morals and values they prized. They desired to share with their children concepts of God, freedom, honesty, and

patriotism, while avoiding what they termed as "secular humanism."

6. Parents had a personal interest in their children. They enjoyed being parents and were inclined to experience learning with their children (pp. 4-7; see also Moore, 1985b).

Washington state studies

In 1984, the Teaching Parents Association of Washington state conducted a survey which, in part, sought the rationale for the home-schooling movement. In order of priority, it was found that the expressed reasons were: (1) academic--children can learn better, (2) religious--it is a better way to foster religious beliefs and values, (3) social/moral--avoid negative influences and reinforce family values, (4) intuitive--the family offers a more natural and nurturing environment, and (5) philosophical--avoid undesired philosophies such as humanism and socialism (p. 15).

As a result of a further survey of Washington homeschoolers, Wartes (1985) concluded that the majority of home schooling families are motivated by religious reasons (see also McCoy, 1981). Other motives were found to be that (1) more was accomplished in less time, (2) the learning environment was more personalized, (3) there was less of a challenge to values, (4) the child's self-confidence and esteem were restored, (5) undesirable peer

influences were reduced, and (6) the child was exceptionally bright or handicapped (p. 14).

Further studies regarding motive

Similarly, other sources have estimated that perhaps 85-90 percent of home-schooling parents are motivated by religious reasons such as the presence of the theory of evolution in public schools ("Home Schooling: An Idea Whose Time Has Returned", 1984, p. 824). Zirkle and Gluckman (1983) have confirmed the concept that many home-schooling parents have avoided the public schools due to what they consider to be prevailing humanistic influences (see also Linden, 1983).

A report by Kearney (1984), nevertheless, disagreed that the major motives for home schooling were found in religious or philosophic beliefs. Families home school, it was maintained, because public school pragmatically was not working out. Kink (1983) similarly disagreed with the claim regarding the primacy of religious motives, finding through a weighted value analysis of the responses of fifty-four home-schooling families that the strongest and most frequently mentioned motive related to peer influence.

An Alaskan study involved a stratified random sample from the Centralized Correspondence Directory and yielded a return rate of 47 percent. It found motives for home schooling in geographical location, spiritual and

moral values, and the integration of life skills with academic subjects (Greene, 1985).

Other researchers have noted additional antecedents for the home-schooling movement. A study of Indiana home-schooling families observed that "those attitudes and values which appeared to be most meaningful regarding their reasons for home educating were related to the areas of socialization and value training desires of the parents" (Schammer, 1985; see also Linden, 1983).

Divoky (1983) found that home-schooling parents had at times attempted to reform conventional schools from within and had not succeeded. They therefore have set about to establish these reforms within spheres of their own control. Certain parents also seemed to want to develop self-sufficiency in a technological, stratified, and institutionalized society, while still others home schooled because they strongly felt that their children were not learning from the conventional school that which they wanted them to learn (Harris & Fields, 1982; McCoy, 1981; Richoux, 1982).

Lines (1982) had noted that "those who choose home schooling often see public schools or publicly-approved private schools as too traditional or too conservative" (p. 119); at the same time other parents seemed to reject the ideal of the American educational system as a "melting pot." Certain families perceived

that private schools were reflecting the social scenario of public educational centers. For others, the cost of publicly approved private education had surpassed the range of their financial abilities (Standish & Standish, 1984).

It would thus seem evident that a family's decision to implement a home school is based upon a motive or, more often, a combination of motivational factors which may be drawn from a larger gamut of potential causes. The specific reasons selected are then elaborated into an underlying home-schooling rationale. In many cases, it would appear that religious, philosophical, or social motives lie at the core of this rationale.

Characteristics of Home-Schooling Families

Families which conduct home schools appear to hold at least one element in common: "a rejection of the public school as an institution that educates all types of children and a willingness to defy the law in the interests of their children" (Williams et al., 1984, p.3). They do not believe that either public or private school alternatives adequately meet their needs (Jones & Semler, 1983).

Lines (1983) further found that home-schooling parents "generally reveal a sincere belief that home instruction benefits the child, and sometimes [display] hostility to the public school system" (p. 193). These

parents were highly interested in the learning process and tended to hold very high opinions of their children (Williams et al., 1984).

Societal factors

As a unit, home-schooling families tended to display a great deal of autonomy (Schemmer, 1985). These families were likely to be politically conservative, moderately active in community affairs, occasional travelers, regular in church attendance, generally disdainful of television (see also Schemmer, 1985), and concerned over excessive government control and violence in the public schools (Gustavsen, 1980).

While in the United Kingdom the predominantly rural home-school setting appears to be a myth (Meighan, 1984), home schooling families in America often locate away from large metropolitan areas. A study (Linden, 1983) of sixty-six home-schooling families found that most resided in non-urban areas. Divoky (1983) has commented that "life in a rural environment . . . seems unusually compatible with home schooling" (p. 396; see also Gustavsen, 1980).

Divoky further noted, as have others (Linden, 1983; Lines, 1983; Schemmer, 1985; Solorzano, 1985; Standish & Standish, 1984), that parents operating home schools were often religious fundamentalists, usually Protestants, who wished to escape the humanistic approach

they perceived in the conventional schools. "They are all willing to be different, to take a socially unorthodox route to rearing the kind of children they want" (Divoky, 1983, p. 397).

Professional factors

Gustavsen (1980) observed that home-schooling parents tended to come from a wide spectrum of non-traditional backgrounds. They nearly always grew up, however, attending conventional schools (see also Williams et al., 1984).

Home-school operators have generally attained one to three years of college (Greene, 1985; Gustavsen, 1980; Linden, 1983; Ray, 1985; Schemmer, 1985). Approximately 30 percent of home-schooling parents were certified teachers (Moore, 1985). Similarly in the United Kingdom, Meighan (1984) found that close to 25 percent of home-schooling parents had teacher-training qualifications.

The 1984 report of the Teaching Parents Association noted that the parents were "notably above average in educational level" (p. 2). Ninety-nine percent of the families had at least one parent who had completed high school or a GED, 51 percent who had at least a Bachelor's degree, and 18 percent who had a Master's degree or higher. The results of this study, however, should be interpreted with caution as the sampling was neither random nor systematic.

The spouses of home-school operators were frequently middle-class professionals or skilled workers with 1980 incomes of \$15,000 to \$20,000 per year (Gustavsen, 1980). A 1983 study of 124 home-schooling students, however, discovered that the parents most frequently selected the \$10,000 to \$14,999 income range (Linden, 1983). In the United Kingdom, it was found that many home-schooling families reported incomes indicative of low socioeconomic brackets (Meighan, 1984). It should be observed, however, that although home-schooling families in the United Kingdom at times face legal pressure from educational agencies, school attendance is not compulsory.

Familial factors

Family size of home schoolers was generally small (Gustavsen, 1980). One study noted that 89 percent of the home-schooling families surveyed had three or fewer children (Ray, 1985).

In 1984, the Teaching Parents Association of Washington state conducted research regarding home schooling. Of the 441 families which responded to the survey, 273 were operating home schools at the time. These represented 510 home-schooling children. In the home-schooling sample, it was found that 94 percent were two-parent families and only 30 percent of the home schoolers themselves were ten years of age or older.

A 1983 study (Kink) of fifty-four Sacramento-area home-schooling families involved eighty home schoolers. It reported that only about 25 percent of the children had never attended a conventional school. Twenty-eight were in grades four through twelve while twenty were in kindergarten. Regarding the parents, 54 percent were found to be in their thirties and 87 percent were Caucasian (see also Ray, 1985).

Regarding socialization of home-schooling families, Schemmer (1985) found that all home-schooling parents in the study agreed or strongly agreed that "the social needs of home-educated children can be met through planned experiences such as those offered by a support group" (pp. 193-4) and concurred that the social needs of their children were indeed fulfilled. It was also noted that the children in the study engaged in groups outside of the home, thus providing opportunities for social interaction with other children. In a parallel finding, Meighan (1984) reported that children educated in a home school were "sociable in a positive way" (p. 171). It was research conclusions similar to these which led Bronfenbrenner (1970) to question the common assumption that children require extensive association with their peers in order to become well-socialized.

Profile of the Home School

Home schools are frequently begun by subscribing

to correspondence-school programs (Mullen, 1983). From that point onward, each seems to develop its educational program in a specific way. Certain trends, nonetheless, seem to be distinguishable.

Curriculum and instructional methods

In their research into the nature of family curricular practice, Williams et al. (1984) noted two general types of home schools--those whose children have never attended the conventional school and those whose children have. While the structure in the former group is quite flexible, the latter tends to initially install a rigid schedule similar to that of the conventional school. In general, the 1984 Washington-state survey reported that the style of home-school instruction tended toward structure and a traditional curriculum (Teaching Parents Association; see also Benson, 1981; Gustavsen, 1980).

A research study of home-school students in Alaska, however, found flexible schedules and only partially traditional methods (Greene, 1985). Williams et al. (1984) have postulated that either inflexibility relaxes or the parents become frustrated and often abandon the home school. For this reason, it is maintained that "many, perhaps 75%, of the parents who attempt home school end up sending their children back to school" (p. 27; see also Meighan, 1984; Mullen, 1983). In relation to this

view, the Teaching Parents Association (1984) determined that over 60 percent of the sampled home schools had been in operation for less than two years.

Gustavsen (1980), however, discovered that home schools generally operated for more than two years. An investigation of a randomly selected group of 189 Alaskan home schoolers and their parents found that most families tentatively planned to home school through the twelfth grade, although the parents at times thought that their children would benefit from a greater degree of peer group association and classroom activities (Greene, 1985). Similarly, the study of home-schooling families in Washington state discovered that over half of the sample intended to home school through the high-school years (Teaching Parents Association, 1984).

Home schools frequently involve two or more children and are usually sponsored by both parents (Williams et al., 1984), although the main educator is almost invariably female (Linden, 1983; Greene, 1985; Ray, 1985). The children are most often in elementary or in middle school grade-equivalents (Linden, 1983). Most home schoolers are likely previously to have attended a conventional school (Greene, 1985).

Gustavsen (1980) observed that the home school convened for an average of 3.7 hours each day with an additional 2.7 hours of individual study by the student.

Similarly, Linden (1983) reported an average of three hours per day of formal instruction.

Home schools, in their very ideal nature, are characterized by "intimacy, emotional warmth, and security" (Holt, 1983, p. 393). Independent thought tends to be encouraged. Learning to learn is valued above a rote memorization of fact. The students are given much of the responsibility for directing their own education. Learning to serve and to work frequently finds a meaningful place in the home-school curriculum. The curriculum is often child-centered. The school itself is operated as a small familial enterprise.

Academic performance

While standardized tests were infrequently used by home schoolers (Gustavsen, 1980), Linden (1983) found that they were still the most frequent type of evaluation. Home-schooling parents, nevertheless, generally claimed that these tests do not measure that which they consider to be important (Williams et al., 1984). Whenever these had been employed, however, the children often scored above average, thus suggesting "that the underground alternatives are educationally adequate" (Lines, 1981, p. 12; see also State v. Shaver).

In a similar vein, Holt (1983) suggested that most home-schooled children, including many who did poorly in school, were academically in advance of their age

group. Moore, a nationally known home-school advocate, has indicated that home schoolers taken to court "average close to (or more than) thirty percentile ranks higher on standardized achievement measures" than do conventional classroom students (1985b, p. 2; see also Benson, 1981; "Home Schooling: An Idea Whose Time Has Returned, 1984, p. 825; Ray, 1985). Linden (1983), in a study involving sixty-six home-schooling families, concluded that the students' test scores indicated that they were progressing at a rate at least on a par with those attending public school.

A series of case studies conducted by Schemmer (1985), however, found that only two of the five home-schooling children evaluated achieved at or above the grade-level expectancy for children of their chronological age in the public school. Wartes (1935) cautions home-schooling parents not to

claim that home schooling is academically superior to conventional education. There is indeed evidence to suggest that home schoolers do better but important variables have not been controlled. (p. 13)

He notes that much of the success attributed to home schools in the literature is anecdotal.

In the related area of individualized instruction, a meta analysis of approximately eighty separate studies indicated that students under individualized instruction scored nearly thirty percentile points higher on standardized achievement tests than

pupils schooled in average-sized classes of twenty-five students (Glass & Smith, 1978). Results from a study of pre-school programs indicated that children in home-based tutoring programs attain higher and more enduring intellectual gains than their counterparts in conventional institutions (Bronfenbrenner, 1970).

An extensive multivariate study of Australian children analyzed the relationship between school performance of early adolescents and their home environment (Keeves, 1970, cited in Gordon, 1972). The study reported that

The importance of the mother's attitudes and ambitions stands out quite clearly, but are exceeded in importance by the provision made in the home for stimulation to learn and to promote intellectual development. (p. 29)

Similarly, a research investigation of high- and low-scholastic achievers in the Netherlands found that the high-achievers came from homes where the parents saw themselves as educators (Rupp, 1969).

Another intervening variable in this consideration, perhaps, is noted in a report by Tobak and Zirkel (1983). It was found that "children who are provided with home instruction tend to be students with better-than-average potential" (p. 24). Another study indicated that, at times, home schoolers were exceptionally gifted children who had tried the

traditional school setting and had found that it did not accommodate their learning and interest (Kearney, 1984).

Results of the home school

In a study of fifty-four home-schooling families (Kink, 1983), the most frequently mentioned benefits of the home school were seen by parents to be "positive self-concept" and the "instilling of proper values" (p. 65). A positive self-concept ranked most frequently as the first priority. These parents noted that social and interactional needs were met, in order of frequency of response, by neighborhood friends, siblings and relatives, church activities, clubs, and community functions. Most added that "socialization was not a problem" (p. 67).

Although the American society largely discourages educational ventures outside the formal school institutions, a number of factors appear to contribute to the success of home schools. Parents perceived, in order of importance, that (1) love of children, (2) strong parental determination, (3) family unity in the educational enterprise, (4) support from friends and relatives, and (5) economic ability to afford expenses are vital to home schooling (Gustavsen, 1980; see also Linden, 1983). Support groups also played an important role (Williams et al., 1984). Despite these promotional factors, Divoky (1983) has observed that it would sometimes take an entire year for children who had

previously attended conventional schools to shed their habits and establish a new sense of direction.

Legal Aspects in Home Schooling

Legal precedents in home-school legislation and case law are somewhat inconsistent. To date, no clearly defined pattern has emerged. Perhaps this evidences the lack of a solid empirical basis from which to formulate decisions of social implication.

Legislative actions

In 1850, Massachusetts enacted the first state law requiring compulsory school attendance. By 1918 such legislation had been passed in all states. Many of these statutes, however, make provision for alternative forms of education. It appears that the criminal sanctions in these laws were designed primarily for those parents who were found guilty of child abuse through negligence of their child's education (Williams et al., 1984).

The laws pertaining to home instruction vary considerably from state to state (Tobak & Zirkel, 1983). In recent times, nearly forty states permit home instruction in some form or other (Beshoner, 1981; Lines, 1981; Wartes, 1985; Williams et al., 1984). This instruction, on occasion, may be provided directly by a parent. In other instances, a certified teacher is required.

Approximately ten states expressly permit home instruction, while private instruction at home is clearly indicated as acceptable in the statutes of certain other states. Interestingly, there has been little or no home-school litigation in these states (Jones & Semler, 1983). States such as Georgia, Colorado, Montana, and Louisiana have also recently enacted legislation expressly authorizing home schools (Solorzano, 1985).

It should be noted that home instruction is permissible in any state as long as it meets the requirements imposed upon any private school. This, however, is not a simple matter for a home school (Lines, 1982). Tobak and Zirkel (1982) had noted that in situations wherein attendance was expressly required at either a public or private school, "the primary question has been whether home instruction qualifies as a private school. The courts have split about equally on this issue" (p. 8). The question of teacher certification for home schools remains among the most perplexing to resolve (Lines, 1983).

Approximately two-thirds of the states permit home instruction either explicitly or implicitly by using terms such as "equivalent education . . . elsewhere" (Zirkel & Gluckman, 1983, p. 35). A 1983 update on school law observed that

Most courts that have considered the issue have been willing to interpret "education elsewhere,"

"otherwise educated" or "private school" as permitting home instruction. Courts have generally upheld the right of parents to educate their children at home when the purpose of home instruction is not to violate the attendance statutes, when the education provided is substantially equivalent to that received in a public school, and when the children are taught by a competent individual. (Jones & Semler, 1983, p. 266)

Judicial decisions

While there has not been an extensive array of court cases which deal directly with home schooling, those which have occurred, although comprised largely of state court decisions, are quite definitive (Tobak & Zirkel, 1983; Williams et al., 1984).

Early decisions under compulsory attendance laws have tended to support, in part, the right of parents to educate their children. In the 1925 case of Pierce v. Society of Sisters, the Supreme Court stated that

The fundamental theory of liberty upon which all governments in the Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations. (268 U.S. 510)

Likewise, the case of Farrington v. Tokushige (1927) declared that the "parent has the right to direct the education of his own child without unreasonable restrictions" (273 U.S. 298).

At an even earlier date, the Massachusetts Supreme Court upheld the authority of parents to home

educate their children (Commonwealth v. Roberts, 1893). It noted that the purpose of the compulsory education statute was simply that "all the children shall be educated, not that they shall be educated in any particular way" (159 Mass. 403).

Parental rights, however, were not to be unlimited in reference to the power of the State. A later decision in the case of Prince v. Massachusetts declared

But the family itself is not beyond regulation in the public interest. . . . Neither rights of religion nor rights of parenthood are beyond limitations. Acting to guard the general interest in youth's well being, the State as parens patriae may restrict the parents' control by requiring school attendance. (321 U.S. 158, 1944)

This serves to illustrate that home instruction is recognized by the law "to be a societal as well as a parental concern" (Zirkel & Gluckman, 1983, p. 35).

Perhaps the leading decision involving a home school is to be found in Wisconsin v. Yoder. In this 1972 case, the U. S. Supreme Court ruled that the Amish were not in violation of the Wisconsin compulsory attendance law when they refused to send their children to public school beyond the eighth grade. The majority decision maintained that a state cannot compel a child to attend school in the face of strong religious objections whenever the interest of the state in that child's education is adequately served by some alternative means.

The courts, however, have generally taken a

somewhat restrictive view in applying the Yoder case (Zirkel & Gluckman, 1983). In State v. Riddle (1981), for example, the West Virginia Supreme Court refused to extend Yoder to Biblical Christian parents who wished to educate their ten- and fourteen-year-old children at home.

Other cases, however, have upheld the authority of parents to instruct their children at home. In 1976, a New Jersey court determined that home education could qualify under the statute equivalency requirement (State v. Massa, 1976). In that same year, the Ohio Supreme Court, in rendering its verdict, stated, "It has long been recognized that the right of a parent to guide the education, including the religious education, of his or her children is indeed a 'fundamental right'" (47 Ohio St. 2d 181). A Michigan district court (State v. Noble, 1980) similarly sustained the parental religious exercise right to home education and dismissed charges under a compulsory education statute. Likewise, a 1983 decision (State v. Tollefsrud) specifically recognized home education as a protected exercise of religion.

Religious motives, nevertheless, are not requisites to the legality of home schooling. In a 1978 case (Perchemlides v. Frizzle) wherein parents selected home schooling solely for philosophic reasons, the Massachusetts Superior Court declared that "nonreligious as well as religious parents have the right to choose from

the full range of educational alternatives for their children." The court maintained that there would "remain little privacy in the 'right to privacy' if the state is permitted to inquire into motives behind the parents' decisions regarding the education of their children" (p. 9). It further noted that while the state has an educational role, it may not, however, set up standards that are so difficult to satisfy that "they effectively eviscerate the home-education alternative" (p. 11).

Although court decisions at times have been adverse to home-schooling parents, Divoky (1983) had noted that "parents have a high win rate--somewhere between 90% and 95%--when districts take them to court" (p. 396). Nolte (1982), although somewhat selective, cited, however, twenty-four home-schooling court decisions prior to 1982 in which the wishes of the parents were upheld and twenty-nine in which the wishes of the state prevailed.

Constitutional protection

From a constitutional perspective, Lines (1981) predicted that home instruction may be entitled to "even more constitutional protection [than the private school] because the relation between the child and the parent is a very private one" (p. 10). On such a basis, a South Carolina court (1983) upheld the right of parents to teach their children at home as "a basic constitutional

'liberty' guaranteed by the U. S. Constitution and the Fourteenth Amendment" (83 DR 966).

In a legal brief, Whitehead and Bird (1984) have also addressed this constitutional issue:

The constitutional right to employ home education is protected by numerous provisions of the United States Constitution, including freedom of religious exercise, freedom of speech and philosophic belief, the right to privacy, and the right to parental liberty. The state lacks any compelling interest in prohibiting or intrusively regulating home education. Moreover, the state has not used the least burdensome means of permitting home education.

Numerous recent decisions have upheld the right to home education under these constitutional rights. The contrary cases, in the legal opinion of the authors, have been superseded or are erroneous.

Freedom to select home education is an important part of freedom in education and in family self-determination. (p. 117)

Literature Relevant to Self-Concept

Socialization and the self-concept are issues which are relevant to the home-schooling movement.

One of the major criticisms of the home school is that children in home schools will not be able to take advantage of the socialization process associated with conventional schools. (Williams et al., 1984, p. 5)

For many home-schooling parents, however, this socialization process has, in fact, been a major reason why they have removed their children from the traditional school institution.

In a similar line, Rosenberg (1965) observed that "interactional influences may have a powerful bearing upon self-evaluation" (p. 13). It was further noted that

"social factors importantly determine the individual's self-values" (p. 14) and that these values, in turn, become an important factor in the self-concept. Research conducted by Kahn (1982) further delineates the relationship between self-concept and socialization. Studies which have investigated peer-related social status in children also point to this association (see August, Rychlak, & Felker, 1975; Combs, 1968; Guardo, 1969; O'Rourke, 1984; Williams, 1968).

A study centering upon preadolescents discovered that more than one in every six subjects with low self-esteem reported social isolation during childhood (Coopersmith, 1967). In contrast, none of the individuals in medium or high self-esteem categories reported isolation. It was concluded that low self-esteem tends to parallel social impoverishment and that individuals with a low self-concept seem to have poorer relationships with peers and siblings. Nezer (1983) similarly emphasized that the self-concept is debilitated in the event of social deprivation (see also Fromm, 1941).

While it would appear that very few home schoolers are total social isolates (Williams et al., 1984), it is, nevertheless, vital to examine the effects of the home school upon the social image of the child as this is reflected in his self-concept. Shavelson, Hubner, and Stanton (1976) have declared that self-concept is "a

critical variable in education and in educational evaluation and research" (p. 408). In order to better understand the self-concept of the home-schooled child, it is necessary to examine literature relevant to the self-concept.

Self-Concept as a Construct

In order to be considered as a legitimate construct, self-concept must be definable, identifiable, and relevant. It must also possess characteristics which lend themselves to measurement and investigation.

A definable construct

Self-concept has been defined as "a psychological construct used to describe a person's private perception of himself and of his perceptions of his relationship to others in his environment" (Peters, 1968, p. 2; see also Coopersmith, 1967; Shavelson, Hubner, & Stanton, 1976; Wells & Marwell, 1976). The self-concept has also been described as an individual's perception of himself, his worth, and his values (Feldman, 1984). A person's worth, in turn, has been declared to be a set of positive self-attitudes (Schalon, 1966). Values are seen to be those concepts which an individual holds to be of worth (Wylie, 1961). It is evident that the constructs of self-concept, worth, and values are closely intertwined.

Global self-concept has been defined as "the

individual's over-all level of self-acceptance or self-rejection" (Rosenberg, 1965, p. 246). Gergen (1971), however, tended to view the overall degree of self-concept more as a process "by which the person conceptualizes (or categorizes) his behavior--both his external conduct and his internal states" (pp. 22, 23). Wells and Marwell (1976) have thus been led to conclude that, while the self-concept is indeed definable, "there is a distinct lack of consensus about the nature of the self-esteem construct as well as the form of its relation to empirical events" (p. 150).

The expressions "self-love, self-confidence, self-respect, self-acceptance (or rejection), self-satisfaction, self-evaluation, self-appraisal, self-worth, sense of adequacy or personal efficacy, sense of competence, self-ideal congruence, ego or ego-strength" are all descriptors closely related in the literature to the idea of self-concept (Wells & Marwell, 1976, p. 7). "Self-esteem" is probably the term which is used with greatest frequency throughout the literature. It has been further noted that the terms "self-concept" and "self-esteem" appear to be "used interchangeably in the literature" (Shavelson, Hubner, & Stanton, 1976, p. 415).

A relevant construct

As a construct, the self-concept is a relevant consideration. "Self-esteem has great significance--

personally, socially, and psychologically" (Coopersmith, 1967, p. 1). Furthermore, the self-concept is valuable in that it permits an "individual to form generalizations about himself that persist over time" (Gergen, 1971, p. 24). An individual's self-perception also exerts a key role in determining behavior. Gergen (1971) explained that "one's estimate of self strongly influences his goals and his behavior in reaching these goals" (p. 90).

A person's self-evaluation seems to be closely linked to his feelings and his acceptance of others. Coopersmith (1967) has noted that "self-esteem is largely derived from the reflected appraisal of others. The gauge of self-evaluation is a mirror image of the criteria employed by the important persons of our social world" (p. 31). These reflected appraisals may carry implications for home schoolers if they are perceived by society as "different" or "curious". In a similar vein, Rogers (1951) observed that self-concept reflects an individual's familial and social setting. High levels of self-esteem appear to be strongly related to one's social status and power (Gergen, 1971).

As a psychological construct, the self-concept is closely linked with values, social competence, and self-evaluation. Moore et al. (1979) has stated that a child's social perspective, his system of values, and his self-concept are "inextricably bound together and are

concurrent in their influence on learning" (p. 49). Wylie (1961) and Coopersmith (1967) have also pointed to this association.

Moore et al. (1979) has further declared that a positive self-worth is a prerequisite for social competence. This self-concept is also predictive of self-evaluative behavior (Felker & Stanwyck, 1971). From this standpoint, it would appear, that individuals rate themselves and their social relationships on the basis of a general self-concept (Felker, 1972).

An identifiable construct

The self-concept is a unique and identifiable psychological construct. In an early study, Brownfain (1952) observed that self-concept is "a dimension of personality serviceable to the work of understanding and predicting behavior" (p. 606).

An investigation (Adkins, 1976) which utilized the Piers-Harris Children's Self-Concept Scale (PHSCS), six Piagetian tasks, IQ scores, and Kolberg's "Moral Judgement Inventory" with fourth-grade children reported that moral judgement, intelligence, and self-concept were not measures of the same factor but that each could be identified as a unique construct. Moreover, these constructs did not share sufficient variance to become predictors of one another. Interestingly, when the three

constructs were compared with social behavior, only self-concept was found to be a dependable predictor of that behavior.

High and low states of self-concept can be identified by distinctive behavioral characteristics. In a study of 5,024 randomly selected public high-school students, it was found that a high self-esteem individual tended to be a leader in formal and informal social situations and expressed interest in public affairs (Rosenberg, 1965). Coopersmith (1967) likewise concluded that "persons with high self-esteem are more likely to assume an active role in social groups" (p. 4).

A study (Coopersmith, 1967) which focused upon middle-class, male, White preadolescents reported that individuals high in self-concept were "happier and more effective in meeting environmental demands than are persons with low self-esteem" (p. 19). It found that individuals reporting higher self-esteem tended to manifest greater social independence and were more likely to participate in group discussions, voice their opinion, and form friendships. Those low in self-concept, by contrast, tended to "live in the shadows of a social group" (p. 71). They also tended to vent their hostility against inanimate objects.

It was further noted that high-esteem individuals seemed to "expect more of themselves than do others and

presumably gain their own esteem by meeting those expectations rather than lowering their self-demands" (p. 146). They tended to manifest enterprising and exploratory behaviors, whereas individuals low in self-esteem were generally conforming and passive.

Employing language analysis, Stone (1973) noted that individuals with higher levels of self-concept tended to refer more frequently to others and less often to themselves as compared to individuals with a low self-concept. The study also reported that low self-concepts tended to correlate with the utilization of qualitative terms.

A study (McIntire & Drummond, 1977) of suburban children with low self-concept indicated that these youth

tend to get emotional when frustrated, are easily perturbed, tend to give up early, and are changeable in attitudes and interests. In addition to the emotional aspects, some tend to be evasive of responsibilities, obstructive, and wrapped up in themselves. (p. 296)

Flora (1975) found that low self-concept adolescents viewed communication with their parents as more non-constructive than high self-concept adolescents. Self-concept might thus appear again to be an important determinant of human behavior (Seidman, p. 1969).

A multi-dimensional construct

Findings in a number of research studies suggest self-concept to be a multi-dimensional trait (Fitts, 1971;

Grant, 1967; Moran, Michael, & Dembo, 1978; Piers, 1972; Shavelson, Hubner, & Stanton, 1976). In developing the Tennessee Self-Concept Scale (TSCS), Fitts discovered, for example, that self-concept as measured by that instrument provided physical, moral-ethical, personal, family, and social components along the three dimensions of identity, self-satisfaction, and behavior. These factors were largely supported in a later study which examined the construct validity of the TSCS for adolescents (Bertinetti & Fabry, 1977). A study utilizing the PHSCS noted more generally that the self-concept seemed to be vital to both an affective and a cognitive dimension (August, Rychlak, & Felker, 1975).

A stable but potentially-mutable construct

After a review of self-concept research, Coopersmith (1967) suggested that "at some time preceding middle childhood the individual arrives at a general appraisal of his worth, which remains relatively stable and enduring over a period of several years" (p. 5). A report of research involving 500 subjects with an age span of twenty to sixty-nine years noted, nevertheless, that self-concepts can change over time (Grant, 1967). Other studies have suggested similar findings regarding the mutability of self-concept (Feldman, 1984; Ogard 1972; Sheare, 1975).

In an illustrative study of truant behavior, Ogard (1972) observed that significant experiences in life could modify the self-concept. A longitudinal investigation of 436 children in grades three through six in a semi-rural public-school district discovered that self-concepts could change significantly, even in a one-year period (Sheare, 1975).

Self-concept, however, maintains sufficient stability to remain a reliable psychological indicator (Brownfain, 1952). Marotz (1983), for example, evaluated the self-concept of 102 early adolescents over a three-year period and concluded that self-concept is relatively stable. Likewise, Purkey (1970) suggested that the "self has a generally stable quality which is characterized by harmony and orderliness" (p. 7; see also Shavelson, Hubner, & Stanton, 1976). Regarding the PHSCS, Piers (1985) concluded that self-concept appeared to be a relatively stable construct, but added that it could be "affected by the child's reference group" (p. 5). It has been found that stability of the self-concept increases with higher levels of self-esteem (Engle, 1959).

Self-Concept and Time-Related Factors

The relationship between self-concept and time-related factors, such as age and grade-level, has been examined. No clearly-defined pattern has emerged.

Relationship with age

Insightful self-perceptions tend to emerge early in childhood (Standish & Standish, 1984). Across an individual's lifespan, however, it appears that there are no universal trends in the self-concept. Studies of adults and children alike have found no significant relationship between self-concept and age (Ketcham & Snyder, 1977; Passmore, 1970; Woodard, 1984).

An investigation of 818 fourth graders in Wyoming public schools, however, noted that ratings of self-concept appeared to increase over time, at least in a given school year (Combs, 1970; see also Stephenson, 1984). In an extensive review of the existing literature pertinent to self-concept, Wylie (1974), nevertheless, concluded that the majority of the studies do not support a relationship between age and self-concept for individuals between ages eight and twenty-three.

Relationship with grade level

A number of researchers have discovered no significant divergence in self-concept according to grade level. Henderson (1974) found no distinctions in grades four through six at a university lab school. Similarly, other studies could determine no difference between self-concept in grade three and grade seven (Roberts, 1971) or between grade four and grade six (Bledsoe, 1967). Likewise, Anderson (1983) found no relationship between

self-concept and grade level in a study of one-room schools in Texas.

Certain studies, however, which have examined a broad scope of the elementary grades have observed what appear to be significant trends over grade level. Felker (1972) noted that a steady downward trend in self-concept was evident in first- through fifth-grade children. This trend, however, reversed itself at grade five and self-concept began to rise through subsequent grades. In a study of gifted public school children, Yates (1975) discovered a general trend of decreasing self-concept toward the fifth grade.

Gerken, Allen, and Snider (1980) similarly found children in grades three and four to display higher levels of self-concept than those in grades five and six (see also Savicky, 1980). An investigation (West, 1976) of the self-concept of pupils in grades one, three, and six found that the self-concept of first graders was significantly higher than that of either third or sixth graders. The self-concept of sixth graders, however, showed a slight increase when compared to that of the third graders.

Self-Concept and Gender

A number of studies have explored the relationship of self-concept and gender. The findings suggest no conclusive pattern.

Significant differences reported

Results from a random sample of 271 fourth- and sixth-grade children from four Georgia schools report that the self-concept of the girls was found to be significantly higher at the .01 level than that of the boys (Bledsoe, 1967). The research work of Render (1973) and that of Coleman and Fults (1983) suggest similar conclusions. While observing that third-grade female students displayed a higher self-concept than males, White (1983) found the pattern to be reversed for seventh-grade students.

Using a randomized experimental design, Mason (1975) found in general that boys had a higher self-concept than girls. This difference approached significance at the .05 level. Likewise, Wynn (1974), in a study of mentally retarded individuals, found male subjects to be significantly higher in self-concept than females. This conclusion was further borne out in a study of 195 eleventh-grade students (Richman, Clarke, & Brown, 1984) and that of rural fifth- and sixth-graders (Berryman, Larkins, & McKinney, 1983; see also Bryant, 1980).

Berryman et al. (1983) noted, however, that significant differences did not hold true across all of the subscales of the PHSCS, while Gefteas (1982) found that differences held true for tenth-graders but not for

fifth- or eighth-grade students. Healey and DeBlassie (1974) observed that gender difference in self-concept appeared to focus particularly in the physical self-concept factor.

No significant differences reported

Many studies, nonetheless, have discovered no significant difference of self-concept in relation to gender (Atolagbe, 1975; Farls, 1967; Haworth, 1980; Healey & DeBlassie, 1974; Henderson, 1974; Jackson, 1982; Kanoy, Johnson, & Kaney, 1980; Ketcham & Snyder, 1977; Kipust, 1983; Marotz, 1983; Oigbokie, 1983; Roberts, 1971; Savicky, 1980; Vance, 1975; West, 1976; White & Howard, 1973; Wylie, 1974b; Yates, 1975). An evaluation of results from over eight hundred children and a conclusion that there was no significant relationship between self-concept and gender are supportive of these studies (Combs, 1970).

Gender did not seem to differentiate in self-concept even when the variable of ethnic grouping was modified. Similarly, Gay (1966) could find no relationship of gender and self-concept when examining eighth-grade Negro boys and girls. Clarke (1975), while describing certain variations in gender, labeled these as negligible. Perhaps Sheare (1975) has summed the findings

when he observed that while gender differences in self-concept may exist, these have not yet shown a consistent arrangement.

Self-Concept and Socioeconomic Factors

The potential link between self-concept and socioeconomic factors has been examined. The results suggest that a positive self-concept is not necessarily dependent upon socioeconomic status. While certain studies indicate no relationship between self-concept and socioeconomic status, others point to either an inverse or parallel relationship, depending perhaps upon intervening variables.

Inverse relationship

In a 1969 report, Cook declared that subjects in a depressed rural community maintained a more positive self-concept than subjects in an affluent urban suburb. Another study (Soares & Soares, 1970) similarly observed that nine- to fourteen-year-old children from lower socioeconomic levels had a higher overall self-esteem than did their counterparts in the higher strata. Smith, Zingale, and Coleman (1978) likewise observed an inverse relationship between socioeconomic status and self-concept.

Parallel relationship

A study (Richman et al., 1984) involving 195

eleventh-graders reported an opposite observation, however. It concluded that youth from low socioeconomic backgrounds consistently displayed lower self-concepts than did upper-class youth. Oigbokie (1983), in an investigation of self-concept in 480 ten- and eleven-year-old children from the United States and Nigeria, noted that black children of middle socioeconomic status reported significantly higher levels of self-concept than those from lower socioeconomic classes. Wylie (1974), nevertheless, in a review of research pertaining to the self-concept, found that assertions of positive correlations between self-concept and socioeconomic status were by and large unsubstantiated.

No significant relationship

A research study (Healey, 1969) involving 607 students from two junior high schools in New Mexico found that social class position was not an influential factor in the self-concept. Likewise, an examination (Friedman, 1975) of 323 boys and girls in Catholic and Jewish parochial schools determined that self-concept did not vary across socioeconomic rank. This conclusion is supported in a number of additional studies (Atolagbe, 1975; Coopersmith, 1967; Healey & DeBlassie, 1974; O'Rourke, 1984; Rosenberg, 1965; Savicky, 1980; Totin, 1982; West, 1976).

Self-Concept and Ethnic Groups

Researchers have investigated the impact which membership in an ethnic group may have upon the self-concept. It would appear that while ethnic differences may exist in terms of the self-concept, they are not necessarily found to be consistent.

No significant differences

Many studies have found no significant differences among ethnic groups in terms of self-concept. Healey (1969), for example, in examining over six hundred ninth-grade students, could discover no significant difference among Negro-, Anglo-, and Spanish-American ethnic categories on an overall measure of self-concept. Other researchers (Atolagbe, 1975; Feinman, 1982; Sisenwein, 1970) could find no difference between the self-concepts of Black and White elementary-school children. Indeed Atolagbe (1975) concluded that the differences within race and class are greater than the differences which exist between their categories.

Certain studies (Coopersmith, 1967; Coppedge, 1975; Franco, 1983; Friedman, 1975; Hughes, 1974; Rosenberg, 1965) also indicate no relationship between various ethnic groups and self-concept. Coppedge (1975), for example, studied fourth- through sixth-grade urban children from a racially homogenous but still ethnically heterogenous public-school population, while Friedman

(1975) compared 323 children in Catholic and Jewish parochial schools. Coopersmith (1967) similarly found no significant differences in the self-esteem of Jews, Catholics, and Protestants. No ethnic differences in self-concept were found between White- and Native-American eighth-grade students (Anderson, 1983).

Observed differences

Certain ethnic differences have been noted, however, in other populations. One study (Love, 1974) reported significant differences in self-esteem between White and Black women. Guzman (1976) found Whites to display a lower self-concept than Blacks or Puerto Ricans. In a similar vein, other studies have found Whites to consistently display lower self-concepts than Blacks (Richman et al., 1984; Gerken et al., 1980).

Sampling students in an integrated school, however, Mason (1975) found the self-concept of Whites significantly higher than that of Blacks. He noted, nevertheless, that the self-concept of Blacks in a predominantly Black school approached a significantly higher level than the self-concept of the Blacks in the integrated school. An investigation (Clarke, 1975) which matched subjects on the basis of chronological age, gender, and socioeconomic backgrounds concluded that Whites tend to have a more positive self-concept than Blacks (see also Bryant, 1980).

A study conducted by Chang (1975) examined the self-concepts of 144 Black-American and 151 Korean-American students utilizing the PHSCS. The self-concept of Blacks was found to be significantly higher on the subscales of physical appearance and popularity, while the self-concept of Koreans was significantly higher on the behavior, intellectual and school status, and happiness and satisfaction subscales. Both Black- and Korean-Americans, however, were significantly higher than the norm on global self-concept, with the Korean group higher than the Blacks.

In research involving fourth- to sixth-graders and a modified version of the PHSCS, it was found that Japanese-Americans scored significantly lower than Whites on the physical component of self-concept. The other subscales, however, revealed no significant differences (Pang, 1981; Pang et al., 1985).

Self-Concept and Significant Others

A child's social environment has been examined for potential relationships to the self-concept. This environment is that which envelops those individuals who are significant to the child. Coopersmith (1967) suggested that

The value preferences that people actually employ in judging their worthiness are those that are generally espoused by their group rather than those they may

dwell upon in their private and fantasy experiences.
(p. 244)

In a similar way, "our attitudes toward ourselves are very importantly influenced by the response of others toward us" (Rosenberg, 1965, p. 13).

Rosenberg further observed that the "feeling that one is important to a significant other is probably essential to the development of a feeling of self-worth" (p. 146). Cartwright (1950) had likewise stated,

The groups to which a person belongs serve as primary determiners of his self-esteem. To a considerable extent, personal feelings of worth depend on the social evaluation of the groups with which a person is identified. (p. 440)

Among the significant others, the importance of parents, teachers, and peers to the self-worth has been studied. A number of researchers (Girona, 1972; Mills, 1975; O'Donnell, 1975) have noted, for example, that students seem to form opinions about themselves largely on the basis of perceived evaluations of parents and teachers. Other investigators (Bowerman & Kinch, 1959; Condrey, Siman, & Bronfenbrenner, 1982; Sheare, 1975) have observed, in turn, that while a child's self-concept does not seem to exert an impact upon peer acceptance, this acceptance did exert a significant influence upon the child's self-concept. In essence, experiencing abuse or neglect by a significant other has been found to adversely effect a child's self-concept (Wiegand, 1982).

The family as significant others

"Self-esteem is a family affair" (Clarke, 1978, p. 4). Utilizing a partitioning of variance approach in multivariate regression, the best predictors of self-concept in fifth-graders were found to be child and family variables (Shoshani, 1975). Gordon (1972) has suggested that it is primarily family-related factors that help children achieve a positive self-concept.

The family surrounding a child appears to directly affect his self-concept and social perspective (Taub, 1972). Moore has asserted that both the quality of a child's self-worth and "altruistic and principled sociability are firmly linked with the family" (1985b, p. 3). Parents are consistently ranked as "significant others" by adolescents, the critical factor being "how the child interprets his parents' view of him" (Purkey, 1970, p. 36).

As a result of research involving achieving readers, Axelrod (1982) commented that lower self-concepts in children tend to parallel their perceptions of rejection by parents (see also Rosenberg, 1965). In orthopedically handicapped children, parental acceptance and understanding were found to be vital to a positive self-concept (Wearda, 1982). Similarly in gifted children, parental acceptance was clearly associated with the child's self-concept (Berler, 1981). Overall, Kagel

(1981) noted that a child's perception of his parents', especially his mother's, view toward him was positively associated with reported self-concept.

Perceived relationships with parents thus appear to be highly predictive of the child's self-concept, overshadowing even demographic variables (Gienapp, 1980). Moore and Moore (1982a) have declared that the one-to-one relationships in the home lead to a positive self-concept, which in turn forms a basis for sociability and self-discipline. Wade (1980) has likewise stated that children are "socialized far better by parents than by other children" (p. 62). They seem to acquire a solid sense of self-worth as competent and valued members of the family team. In an investigation of adolescents who use marijuana, Tauger (1972) reported that an overall sense of worth as a family member was an essential aspect of the self.

O'Donnell (1975), in a study of 277 adolescents in grades eight and eleven, found a positive correlation between self-esteem and feelings toward parents and the home atmosphere. Children who rated their families as neither happy nor unhappy returned significantly lower self-concept scores ($p < .01$) on the PHSCS than those who judged their families to be somewhat happy or very happy (Kesner, 1983). A study (Leonardson, 1976) of adolescents in grades nine through twelve also revealed that variables

of home life and the marital state of parents correlated significantly with adolescent self-concept. Children in intact families reported higher self-concepts than those whose parents were separated or divorced (see also Bishop, 1983; Peterson, 1982). There seemed to be no relationship, however, between the length of time since parental separation and a child's self-concept (Kesner, 1983).

Another investigation noted that self-concept scores were significantly lower for those children reporting higher levels of family conflict (Raschke & Raschke, 1979). Bishop (1983) similarly found that children in families where marital hostility was low tended to demonstrate more positive self-evaluations than children in high-hostility families.

In a research report by Gwynne (1984), it was noted that foster children demonstrated a significantly lower self-concept than biological children. Coopersmith (1967) observed that mothers of children with low self-esteem were likely to express only a limited degree of affection toward their children. It was also discovered that parents of children with high self-esteem were significantly less permissive than were parents of low self-esteem children (Coopersmith, 1967).

A child's self-concept has been found to be closely linked to parental self-concept (Coopersmith,

1967; Tocco, 1973). It has been noted, however, that while the child's self-concept significantly influenced perceived communication with parents at the .01 level, parental self-concept itself seemed to have no effect upon this communication (Flora, 1975).

In research involving Black male students, Woodard (1984) did not find that father presence or absence in the home significantly affected the total or dimensional self-concepts. Parental occupation likewise seemed to have little effect (Coopersmith, 1967), as did maternal participation in the labor force (Radice, 1981). It should be noted, however, that the latter study dealt only with intact families.

There is indication that the home may directly influence self-esteem relative to student life. A study of 5,024 high-school juniors and seniors discovered a lower level of self-concept in the child whose parents were indifferent to his school performance (Rosenberg, 1965). In a study (Searles, 1963) of students at a community college, it was found that positively perceived home emotional climate correlated significantly with a positive self-concept. It was further determined that the home climate was influential in the perception of worth as a student.

The home seems to exert a more favorable influence upon the self-concept than formalized

institutions. After a rather extensive review of the literature, Moore and Moore (1982a) concluded that

The child who remains at home with a mother and shares the task of the home appears to develop self-respect and a sense of responsibility and values not shared by the child who started earlier. (p. 92)

Teachers as significant others

Teachers have also been designated as significant others in the formation of the self-concept in children. Although student self-concept did not appear to be related to teacher gender or teaching style, Knopp (1975) discovered in a study of twenty-one suburban elementary classrooms that teachers identified as a significant other by their students appeared to promote more positive self-concepts in these children, especially as this related to the learning process.

By contrast, Waldron (1975) found no significant relationship between student self-concept and teacher personality or behavior in twenty-four teachers and their students. He concluded that it might not be possible for a teacher to significantly alter a child's self-concept in a single academic year.

Peer groups as significant others

Peer groups often emerge as significant others in the life of a child and as such may influence his/her self-esteem. Combs (1970) found positive correlations between the self-concept of fourth-graders and their

social status with peers. Others (August, Rychlak, & Falker, 1975; Guardo, 1969; O'Rourke, 1984) utilizing peer nomination have found this same positive relationship. Perhaps the correlation is due to the function of a reflected appraisal in which the child sees himself in the light in which others view him.

It appears, however, that children prior to the sixth grade who are with their peers more often than with their parents tend to become peer-dependent. This dependence seems to result in a loss of self-worth (Bronfenbrenner, 1970). Coopersmith (1967) has noted that favorable self-concept apparently liberates an individual from the demand of social groups. In a contrasting view, Walker (1968) found self-concept scores to be independent of sociometric rank.

It would seem that certain significant others--whether they be parents, teachers, or peers--exert a strong influence upon the self-concept of children (Feldman, 1984). This relationship may serve to enhance or deflate self-worth. Coopersmith (1967) has suggested that prolonged social interaction outside the primary value group may at times threaten the self-esteem whenever there is a conflict between personal beliefs and the values of a group of significant others. Perhaps the quality and direction of influence from the significant

others must be considered in evaluating the relationship with the self-concept.

Self-Concept and Intelligence

The potential relationship between self-concept and the intelligence has also been evaluated. A consistent relationship between the two variables is not yet evident.

Reports of positive relationship

Clarke (1975) conducted a study which matched educable, mentally retarded and normal children on the basis of chronological age, race, gender, and socioeconomic background. Utilizing factor analysis, it was discovered that those children classified as normal maintained a significantly higher self-concept than did those who were designated as handicapped. Similarly, Miller (1985), matching students according to grade, gender, and intact or divorced home, found that learning-disabled students scored lower than regular students on self-concept ($p < .001$). This conclusion has found further support in a study conducted by O'Such, Havertape, and Pierce (1979).

Another study (Schaner, 1975) which focused upon gifted children as identified by school personnel found that children with an IQ greater than 125 displayed significantly more positive self-concept scores than did

those children with an IQ below 125. Coleman and Fults (1983) similarly, in a sample of ninety-nine gifted fourth-graders found that the gifted students' self-concept scores significantly exceeded on the average those of the standardization sample (see also White, 1983).

Campbell and Martinez-Perez (1979) have reported a significant correlation between self-concept and intellectual development in the general population. A significant correlation between self-concept and intelligence was also found in an analysis of 125 boys and 160 girls attending six Yeshiva high schools (Kipust, 1983). O'Rourke (1984), in an investigation involving one hundred high self-concept and one hundred low self-concept students, found that intelligence and self-concept were related at the .02 level of significance.

Conflicting findings

Other investigations, nonetheless, have reported conflicting findings. Certain studies (Chauvin, 1982; Farls, 1967; Hoffman, 1975; Savicky, 1980; Schneyer, 1981) have found no significant relationship to exist between intelligence and the self-concept. Hoffman (1975), for example, compared groups composed of the top and bottom 33 percent of IQ scores in middle-class sixth-grade boys. No significant difference in their self-concept was reported. Schneyer (1981), likewise, discovered no significant differences between the self-concept of gifted children

and that of those children who were experiencing academic problems.

Examining disadvantaged Black students in Georgia, Roberts (1971) found IQ to relate to self-esteem only for third-graders as opposed to students in the seventh grade. Another report (Bledsoe, 1967) indicated that a significant correlation between intelligence as measured on the California Test of Mental Maturity and the self-concept was evident solely for boys but not for girls. Utilizing the PHSCS, Fredman (1976) found a significant positive relationship between IQ and the subscale of school self-concept. No significant relationship, however, was found to exist for global self-concept.

In view of these findings, it would seem that a strong, generalized relationship between intelligence and the self-concept is lacking. Wylie's (1974) review of self-concept literature concurs that only a slight association, if any, is evidenced. The relationship appears to be a somewhat tenuous linkage which takes into account differences of gender, grade level, aspect of self-concept, and IQ span. Perhaps the fluctuation of findings is also attributable, in part, to the lack of a clearly defined construct of intelligence.

Self-Concept and Achievement

The relationship between the self-concept and

achievement appears to be much stronger than that between self-concept and intelligence. A study (Gay, 1966) of motivational factors in a segregated junior high school has pointed to this increased strength of relationship.

Achievement in general scope

Self-concept and achievement appear to be symbiotic. A large study of 1,657 sixth-grade students in fifty-three classrooms reported that students who displayed high self-concepts at the beginning of the school year gained in achievement over the course of the year, while those initially high in achievement gained in the level of self-concept (Clements, Peck, & Green, 1978). In elementary-school children, both the level and stability of self-concept were found to be positively related to academic achievement (Kugle & Clements, 1981; see also Campbell & Martinez-Perez, 1979; Cantrell, 1979; Kugle, 1980; Savicky, 1980).

The relationship does not seem to be necessarily identified with any particular grade level. A positive correlation between achievement level and self-concept scores was found in a sampling of fifth-graders in public schools (Roberts, 1972). This same relationship was discovered in 248 pupils in grades one, three, and six in a Utah school. Throughout the grades, relatively high self-concept children performed better than those with a low self-concept (West, 1976).

These general findings are supported in a research report (Farls, 1967) of intellectually average intermediate-grade students, an investigation (Sullivan, 1979) of self-concept in 251 elementary Chippewa Indian children, and a study (Kanoy et al., 1980) of elementary students which reported a significantly higher self-concept on the intellectual and school-status subscales of the PHSCS for achievers as compared to underachievers. A regression analysis of Mexican-American bilingual students (Felice, 1978) indicated that the relationship of high achievement scores to self-concept gains was largely the result of an interaction of positive family and school expectations.

Student grades

Self-concept appears to correlate positively with the grades which students obtain. Hughes (1974), in a study of sixth-graders within the context of their music classes, found that children with positive self-images tend to receive higher grades than students with negative self-perceptions. The self-concept of students in other subjects (Render, 1973; Roth, 1959) was also found to be significantly related to their attitudes. These attitudes were in turn allied to final grades. LoVette (1973), in an evaluation of 734 fifth- and sixth-graders, had also concluded that academic success or failure was deeply rooted in attitudes concerning the self.

Symbiotically again, student GPA at a private denominational college was found to be a factor in the self-concept (Sutton, 1975). An evaluation (White & Howard, 1973) of sixth-grade students who had failed a grade once, twice, or never, reported that self-concept scores were lowest for those who had failed twice, next for those who had failed once, and highest for those who had never failed. Further studies have also found a low self-concept to be significantly predicted by school failure (Johnson, 1981; O'Rourke, 1984). Again, reflected appraisal of the child by significant others may be in effect.

Language achievement

The relationship between language achievement and self-concept has also been explored. An early study (Roth, 1959) noted that reading achievement tended to parallel self-concept. Vereen (1980), in evaluating the self-concept of 117 fifth-grade students in an urban, low-socioeconomic area, discovered a significant positive relationship between reading achievement and self-concept scores.

Individuals with a low reading comprehension have been found to display a lower self-concept at the .02 level of significance (Hebert, 1968). Williams (1971)

discovered positive correlations between self-concept and reading achievement in sixth-grade students. Further research (Burk, 1983; Clark, 1976; Gordon, 1977; Graham, 1974; Henderson, 1974; O'Rourke, 1984; Poulin, 1983; Sileo, 1983) has tended to support these findings.

Clark (1976), for example, found a significant relationship at the .01 level between self-concept and reading ability in four hundred sixth-grade students in an urban New Jersey population. Over the course of four years, Poulin (1983) noted that a low-ability reading group evidenced a gradual decline in self-concept, the middle-ability group demonstrated an increase, while the self-concept of the high-ability group remained relatively stable.

For Vietnamese students residing in the United States, it was determined that as English reading ability rose, there was concomitantly an increase in self-concept (Thai, 1982). The length of residence in America, however, had no separate relationship to the self-concept scores.

Stallman (1980) found that adult family members can significantly enhance (at the .01 level) a child's self-concept by teaching reading strategies at home. A study (August, Rychlak, & Felker, 1975) of paired-associate nouns suggested that students with a high self-concept tended to learn more readily those words which

they liked, whereas students with a low self-concept learned best those words which they disliked. In a similar finding, Comeaux (1983) noted a significant correlation between self-concept and a positive attitude toward reading. The significance of this relationship was found to rise as the age of the student increased.

In other aspects of language, a significant positive relationship was determined between self-concept and spelling achievement (Reese-Dukes, 1981). Baden (1981) discovered a significant relationship between self-concept and language composition scores.

Mathematics achievement

A number of research studies have investigated the relationship of the self-concept and mathematics achievement. Koch (1972) found math achievement to be significantly related to self-concept at the .001 level in 602 rural sixth-grade students. In Puerto Rican students, as well, self-concept was concluded to be an excellent predictor of mathematics achievement (Colon, 1982).

Additional research studies support these findings (Clark, 1976; Graham, 1974; O'Rourke, 1984). In an investigation involving Anglo- and Mexican-American students, Aguero (1981) noted that math achievement correlated with self-concept to an even higher degree than did reading achievement.

Conflicting findings

Not all studies, however, have indicated a strong relationship between achievement and self-concept. Gordon (1977), for example, found no evidence to indicate that self-concept was significantly related to mathematics achievement. An investigation of potential relationship between self-concept and reading achievement found no significance in fifth-graders at the .01 level of significance in the eighth grade, nor significance at the .05 level in the tenth grade (Gefteas, 1982). The sample considered as a whole yielded no significant relationship. In a study of 164 high-school seniors, Peters (1968) did not find self-concept to be related to either under- or over-achievement. He noted, nonetheless, that limitations of small sample size and a lack of control for gender could have intervened. Walker (1968) and Haworth (1980), however, found self-concept scores to be independent of academic achievement.

Specialized samples have occasionally yielded variant results. Mason (1975), while noting that high achievers obtained the overall highest self-concept levels, also found that average achievers obtained the lowest self-concept scores. This finding, however, was in part contradicted in a study which evaluated self-concept in 126 second- and 143 fifth-graders (Selznick, 1985). The results indicated that children in classes

representing achievement extremes reported lower self-concepts than students in intermediate achievement classes. In a longitudinal study, Samuels (1977) noted that the effect of self-concept on achievement was a less significant variable as the child increased in age.

Ashby (1968), in examining eight-year-olds from four church schools, found no significant difference between low and high self-concept children in their amount of learning as measured by either teacher-made pre/post tests or evaluations of observation notes addressing child-behavior change. A study (Felker & Stanwyck, 1971) of 142 gifted children with a mean IQ of 131 likewise found no significant correlation between self-concept and achievement. In contrast, a study (Yates, 1975) of 153 children with IQ scores greater than or equal to 125 found a significant positive relationship between self-concept scores and average academic achievement.

A study conducted by Woodrich (1975) indicated only a weak relationship between self-esteem and achievement. Other investigations (Bledsoe, 1967; Farls, 1967) have found a significant correlation for males but not for females. Smith et al. (1978) found that relatively low academic achievement was associated with weakened self-concept only for children from a high socioeconomic status. There was no significant relationship for low- or middle-class children. Utilizing

the PHSCS, it was found that the subscale of school self-concept provided a stronger relationship to academic achievement than the global measure of self-concept (Fredman, 1976).

In a summary of literature relevant to self-concept, Wylie (1974b) concluded, nevertheless, that a persistent, significant relationship very frequently is manifested in the association of self-concept and academic achievement. In a similar review of research, Purkey (1970) generally found a significant relationship between self-concept and academic achievement, which seemed to be stronger for boys than for girls. It is likely that while a viable relationship appears to exist between achievement and self-concept, this case may not be universal.

Self-Concept and Instructional Methods

Chaney (1980) has stressed that children who are adjusted to school tend to evidence better achievement and better self-concept. Various instructional modes and techniques have been explored for potential relationships to the self-concept of learners.

Independent study

In a random sample of fourth-year high-school students, those individuals who most frequently practiced independent study behavior were characterized by a high

degree of self-confidence, self-worth, and self-appreciation (Earl, 1971). Those students who least frequently engaged in independent study tended to perceive themselves as undesirable, and often felt anxious, depressed, and unhappy. They displayed little faith in themselves.

In a similar vein, Anderson (1983) discovered a significant relationship between self-concept and work-study skills in nineteen one-room parochial schools. It was also found that the 162 students in these schools displayed significantly higher self-concepts than the norms.

Individualized instruction

In the realm of individualized instruction, Koch (1972) found no significant difference between traditional instruction and individualized teaching methods in their effect upon self-concept. Cross-age tutoring of fourth-graders by high-school students similarly yielded no significant effect upon the self-concept (Pirtle, 1982). Likewise, a tutorial program for student athletes did not significantly modify self-evaluations (Bruce, 1975). Pairing students with chosen partners in a one-to-one relationship for five weeks also failed to significantly alter the self-concept as compared to the non-pairing status (Combs, 1970). Special educational programming for

secondary-aged gifted students similarly failed to modify self-concept (Miller, 1982).

A control-group, randomized research design implemented by Mason (1975) found, however, that tutoring had a significant effect beyond the .01 probability level on the self-concepts of high-achieving students. No significant changes were observed for low- or average-achieving students. Girona (1972), in evaluating six- to nine-year-old children, discovered that one-to-one instruction by college students resulted in a significant increase in the self-concept of these children.

Degree of school closedness

School and classroom closedness has also been analyzed. Koskoff (1973) matched Rogerian open classrooms with traditional classes on socioeconomic status, teacher-pupil ratio, and geographic area. Third- and fourth-grade children in the open classrooms were not found to differ significantly in self-concept, although males very low in reading achievement were reported to display a higher self-concept in the open than in the traditional classroom. Similarly, a program designed for seventh- and eighth-graders which involved ungraded classes, informal assessment, personal goal setting, and parent participation did not result in significant differences in self-concept generally (Thompson & Shein, 1978; see also Jones, 1982; Whitaker-Braxton, 1982).

Another study (Shopland, 1975), however, found the self-concept of children in an open classroom environment to be higher than children in a traditional setting. West (1976) and Bisignano (1981), similarly, found that a consistent degree of openness in a school climate had a positive relationship with the self-concept of the students.

Additional methods of instruction

Further instructional methods have been evaluated. For a group of learning-disabled junior high-school students, an academically oriented curriculum tended to enhance self-concept to a greater degree than an experience-based educational program (Larmer, 1980). Another investigation (Roberts, 1971) revealed that mastery-learning students had significantly higher scores on a number of TSCS subscales than those who attended conventional classes. Special class placement, however, was not found to affect the self-concept of learning-disabled students (Johnson, 1980).

Short-term group dynamics and behavior-modification techniques were not found to result in a significant difference in the self-concept of experimental groups as compared to control groups (Birkhauser, 1985). An investigation by Callison (1974) further indicated that positive feedback did not enhance the self-concept of the recipients, but stated that negative feedback decreased

self-concept significantly. In comparing a sample of fifty-eight to the control group, Waksman (1984) discovered that an assertion-training package yielded significantly improved scores on the PHSCS.

Counselor treatment for twelve weeks did not appreciably improve the self-concept of potential high-school dropouts (Roberts, 1972; see also Hill, 1982). A study of over five hundred students, however, reported statistically significant gains in PHSCS scores after four to seven months of counseling (Ferrara & Redemer, 1979). Another study (Mague, 1982) found counseling for self-concept improvement to be effective only for females.

In a study of sixth-grade rural children, the treatment group exposed to value-clarifying strategies scored significantly higher on the PHSCS than the control group (Ashford, 1984). Similarly, rural Black students in a values-clarification group scored significantly higher on the PHSCS than the control group (Ashford, 1984). In contrast, Ikeda (1982) reported that a values-clarification intervention did not significantly influence the self-concept of learning-disabled students.

A group of eight- to eleven-year-old children who practiced meditation over an eight-week period showed no significant change in self-concept (Borelli, 1981). In a study conducted by Oldfield (1981), however, meditators

scored significantly higher than non-meditators in posttest self-concept.

Preschool, as an early mode of instruction, did not appear to noticeably effect the self-concept (McGuire, 1975; O'Rourke, 1984). In a pertinent study coordinated by Mawhinney (1964), the effects of a fourteen-year experimental program to introduce four- and five-year-olds to school were examined. It was concluded that sending children to school at an earlier age resulted in a negative impact upon their self-concept.

Self-Concept and Personality

The self-concept of an individual appears to be promoted by a number of factors closely related to personality. Gordon (1972) stated that self-worth is fostered by: (1) an open attitude, (2) a respect for self and for others, (3) a perception of competence, (4) a sense of responsibility, and (5) a sense of commitment. It has also been noted that person-oriented praise is more effective than achievement-centered praise in enhancing self-concept (Baron, Bass, & Vietze, 1971). In their study, McIntire and Drummond (1977) concluded that "personality rather than achievement, ability, or demographic factors tends to be predictive of self-concept" (p. 296).

Relationship to stressors

The results of a study (Reed, 1973) involving 341 boys and 269 girls in four army-dependent schools suggest that decreased anxiety levels stimulate positive self-concepts. A random sample (Bledsoe, 1967) of fourth- and sixth-graders likewise revealed that, in general, self-concept correlated negatively at a significant level with expressed anxiety on the Taylor Manifest Anxiety Scale (see also Rosenberg, 1965).

A study conducted by Schalon (1966) found support for the hypothesis of a positive relationship between stress tolerance and self-esteem. It was discovered that children with more positive self-images tend to deal more effectively with the effects of distraction than those with negative self-concepts.

Relationship with assertiveness

A report of self-concept in 583 fourth- to sixth-grade children noted that aggressive children evidenced significantly higher global self-concept on the PHSCS than the children who were withdrawn (Schneider, 1984). A difference was also marked in the self-concept dimensions of body image and social self-esteem. Hill (1982), likewise, discovered a significant correlation between self-concept and leadership. By contrast, participation by seventh- and eighth-grade parochial-school students in

an assertiveness-training program resulted in no significant change in self-concept (Gundry, 1980).

A quasi-experimental study involving 145 eighth-grade students from a rural school district concluded that a human-relations training program yielded a positive effect upon the self-concept (Dygert, 1980), while group training in non-aggressive conflict resolution yielded no difference in self-concept (Swift, 1981).

In evaluating the self-concept of Anglo- and Mexican-American students, Aguero (1981) discovered a positive correlation between a student's self-concept and motivation for schooling. Williams (1971) similarly found a significant correlation between non-participation in class and a low self-concept.

Relationship with emotional irregularities

Hyperactive children in grades four through six have displayed lower self-concepts at the .001 level of significance than normal children (Wilson, 1976). Piers (1972) found that emotionally disturbed children brought to a clinic had slightly but significantly lower self-concepts than normal children. This finding was supported by Clarke (1975) in a study of disturbed children matched with normal children on factors of chronological age, race, gender, and socioeconomic background (see also Coopersmith, 1967). Bloom, Shea, and Bong-Soo (1979)

found that PHSCS self-concept scores for behaviorally disordered children were significantly lower and more variable than the norms.

Self-Concept and Additional Factors

Quite a number of additional variables have been analyzed in terms of their relationship to self-concept. Among these factors are physical skills, locale of residence, birth order, and school-entry age.

Relationship to physical skills

A study (Christian, 1969) of male college students found no consistent significant relationship between physical fitness and general self-concept. Sebold (1977) found little relationship between self-concept and muscular strength for ten- and eleven-year-old boys and girls. Another study (Tyler, 1972) indicated no particular pattern of relationship between self-concept and motor performance in second-grade students. Nevertheless, Torbert (1972) in a randomly selected group of sixth-grade boys, discovered self-concept to be more closely related to gross motor proficiencies such as power, speed, strength, and ability to endure than to fine manipulatory abilities such as agility and coordination.

Puckett and Ford (1981) noted that 224 third- and fourth-grade boys showed no significant self-concept difference as measured by the PHSCS after five weeks of

recreation-league team sports. Results from an administration of the PHSCS to a random sample of seventh- to ninth-grade students indicated furthermore that boys were happier and more satisfied with themselves when they were not participating in athletics (Roth, 1983). Results, however, from 291 adolescent boys at Hurricane Island Outward Bound School, where rock-climbing, survival swimming, and rescue operations are emphasized, suggested a distinct positive change in self-concept unrelated to differences in age, socioeconomic status, educational level, or ethnic group (Wetmore, 1972).

Locale of residence

In a study of self-concept in sixth graders, Rack (1982) found that rural Appalachian children displayed a significantly lower self-concept than their urban counterparts. Another study (Gefteas, 1982), however, found no difference in the self-concept of suburban and inner-city subjects.

Miscellaneous factors

A variety of further relationships to the self-concept have been explored in the literature. Birth order at times has been found to have no significant effect upon the self-concept (Nystul, 1974; Savicky, 1980). Coopersmith (1967) noted, however, that self-esteem tends to be higher among first and only children.

First-grade entrance age was found to be significantly related to self-concept in one hundred high self-concept and one hundred low self-concept students (O'Rourke, 1984). The study likewise indicated a relationship between family transience and self-concept.

Utilizing the PHSCS, a significant relationship was determined between school self-concept and positive pupil classroom behavior (Fredman, 1976). Stephenson (1984) noted a significant negative relationship between self-concept and creativity.

Data from a stratified sample of 241 eleventh-grade students suggest that total self-concept and vocational attitudes as measured by the Crites Vocational Development Inventory are significantly related (Putnam, Hosie, & Hansen, 1978). This lends "support to the contention that an individual's self-concept is an integral part of his or her vocational development" (p. 27). Mague (1982) has reported, along similar lines, that a comprehensive career-education program led to an enhanced self-concept.

Summary of the Review of Literature

The review of literature yielded a relatively small number of studies which had explored the home-schooling phenomenon. These, however, indicated that moral, social, and philosophical considerations were

important motives in the rationale of home-schooling parents. Home-schooling families are generally middle-class, well-educated, and independent. The home school itself is characterized by a somewhat-flexible schedule, a largely traditional curriculum, and high-achieving students. Home-schooling issues have risen in legal prominence. While certain court decisions have been unfavorable, many have supported the right of parents to educate their children at home.

Studies of the self-concept were prolifically represented in the literature. Shavelson, Hubner, and Stanton (1976) suggested that the "sharp increase in the number of studies on self-concept is one reflection of the re-emphasis on noncognitive outcomes of education" and that the "improvement of a student's self-concept seems to be valued as an educational outcome in its own right" (pp. 407-8).

Self-concept was identified as a unique psychological construct. No general trends of self-concept emerged from a consideration of time-related factors. Similarly, no consistent pattern could be found in the relationship between gender and self-concept. A positive self-concept did not seem dependent upon an elevated socioeconomic status. Regarding ethnic grouping and self-concept, certain differences may exist at times, but these do not appear to be consistent.

Certain significant others, especially parents and peers, appear to create a strong influence upon the self-concept of children. Thus is evidenced a relationship between a child's self-concept and his social perspective. While intelligence does not seem to correlate significantly with self-concept, the relationship of achievement and self-concept emerges as much more secure. Considering instructional methods, it may be possible that independent study and individualized instruction exert a positive influence upon the self-concept of a learner. Assertive, independent personality types also appear to stand in a positive relationship to self-concept.

CHAPTER III

RESEARCH METHODOLOGY

The research design in this study focused upon the development of a justifiable approach to the investigation of self-concept in home-schooling children. Research procedures collected and analyzed data relative to the self-concept status in these individuals.

Inquiry Type

The inquiry was of an empirical nature, tending toward the objective and non-theoretical. It recognized, nevertheless, that all inquiry involves a degree of subjectivity and is supported in part by theory. Measurable data pertinent to self-concept and the demographic variables were requested. The investigation dealt with that which exists, rather than reasoning as to what should occur.

The study endeavored to produce results which would be largely generalizable. It also recognized that the effect of home schooling upon the self-concept was as yet largely unknown.

In the investigation, no treatment manipulation was employed. The study, by its very nature and

limitations, could not assign subjects to the home-schooling group. For this reason, the study became ex post facto.

Throughout the study, there were two primary groups: (1) those who were currently home-schooling and (2) those in the normative group who were conventionally schooled. The principal variable to be measured was that of self-concept. The central issue initiating the research was defined in the question: Is there any significant difference between the self-concept of those individuals who are being home schooled and those who are not? As a result of this inquiry, the study generally assumed a comparative stance.

Inquiry Techniques

Throughout the study, normality was assumed for the population. The dependent variable was of interval data level. It was thus possible for inquiry techniques to be considered parametric.

The study sought to generalize from the sample to all home-schooled children. Hence, utilized inquiry techniques were also held to be inferential.

Finally, the study considered a number of demographic variables in addition to the principal variables of home schooling and self-concept. These additional independent variables included: age, grade-equivalence, gender, number of siblings, number of years

in home school, socioeconomic status, locality of residence, prior attendance at a conventional school, number of children home schooling in the family, age when formalized instruction commenced, operator educational level, and geographical region. The relationships of these variables to the self-concept were explored within the home-schooling context.

Null Hypotheses

The following null hypotheses were tested at the .05 level of significance:

1. There is no significant difference between the self-concept of those children who are in home schools and the norms of self-concept in the conventionally schooled population in terms of both the global measure and the six subscales of the Piers-Harris Children's Self-Concept Scale (PHSCS).

2. There is no significant difference between the self-concept of those children who have been home schooled for two or more years and the norms of self-concept in the conventionally schooled population.

3. There is no significant difference between the self-concept of home-schooling children who have never attended a conventional school and the norms of self-concept in the conventionally schooled population.

4. There is no significant relationship between the age of home-schooling children and their self-concept.

5. There is no significant relationship between the grade-equivalence of home-schooling children and their self-concept.

6. There is no significant difference in the self-concept of male and female home-schooling children.

7. There is no significant relationship between the number of siblings of home-schooling children and their self-concept.

8. There is no significant relationship between the number of years which children have been home schooled and their self-concept.

9. There is no significant relationship between the socioeconomic status of home-schooling children and their self-concept.

10. There is no significant difference between the self-concept of home-schooling children who live in a primarily rural area and those who live in a principally urban area.

11. There is no significant difference in the self-concept of home-schooling children who have attended a conventional school and those who have not.

12. There is no significant relationship between the total number of home-schooling children in a family and the self-concept.

13. There is no significant relationship between the self-concept of home-schooling children and the age when they began formal instruction.

14. There is no significant relationship between the educational level of home-school operators and the self-concept of their home-schooling students.

15. There is no significant relationship between residence in a given geographical region and the self-concept of home-schooling children.

16. There is no combination of the demographic variables utilized in this study that significantly predicts self-concept in home-schooling children.

Population and Sample for the Study

The general population employed for this study was comprised of all children in grade-equivalents four through twelve currently home-schooling in the United States.

The sample for the study consisted of a random selection of home-schooling children drawn from the mailing lists of two national home-school agencies--Hewitt Research Foundation and Holt Associates, Inc.

The mailing lists contained a combined total of approximately 45,000 addresses and represented all major geographical regions of the United States. Two thousand names were randomly selected by computer for the study. The home-schooling agencies estimated that approximately

50 percent of the individuals on the lists were currently home schooling their children. Of that number, it was calculated that perhaps less than half fell in the grade range utilized by this study (see also Kink, 1983; Teaching Parents Association, 1984). Respondents from this sample provided the data for the study.

Instrumentation

Self-reports are accepted as valuable sources of information regarding the individual (Purkey, 1970). An aspect of the self which lends itself to such a report is the self-concept. Wylie (1974a), however, observed that a

great problem in the self-concept area is the enormous proliferation of instruments, the great majority being used only once or twice, with little or no information about the methods of construction, reliability, and construct validity being given for most of them. (p. 5)

This study consequently sought to utilize an appropriate self-concept instrument previously validated and normed.

Selection of an Appropriate Instrument

Initially, it was thought that the Tennessee Self-Concept Scale (TSCS) might be utilized as the self-report instrument in this study. In a review of the literature, however, it was noted that the validity of the TSCS was seriously questioned. The results from a study conducted by Rahaim (1976) suggested, for example, that the TSCS lacked sufficient stability as a measurement

device. The claim for five major dimensions of self-perception on the TSCS also failed in certain instances to find support (Bolton, 1976; Gable, LaSalle, & Cook, 1973). The order of the items on the TSCS had also been observed to introduce biases (Greenberg & Frank, 1965), as has the balance of positive and negative items (Farls, 1967).

While other studies tended to support the validity of the TSCS (Bertinetti & Fabry, 1977; Drude, 1972; Prendergast & Binder, 1975; Vacchiano, 1968; Vincent, 1968), the major reason for which the TSCS was abandoned was found in the fact that its norms applied only to individuals twelve years of age or older. This restriction would have eliminated much of the home-schooling population from inclusion in the study. Generalizability of the results to the home-schooling movement at large would have been severely vitiated.

A number of additional instruments were thus investigated for potential use in the study. Wylie (1974a) declared that the four most-discussed children's self-concept scales in research literature were the Coopersmith Self-Esteem Inventory (SEI, 1967), the Piers-Harris Children's Self-Concept Scale (PHSCS, 1969), Lipsitt's Self-Concept Scale for Children (1958), and the Bill Test for Children (CIAV, undated).

Wylie (1974a) noted, in review, that the rationale for item choice is most amply explained for the

PHSCS and the CIAV. The PHSCS and SEI control somewhat for acquiescence. Item analysis is more fully described for the PHSCS than the other instruments. Reliability scores for all four instruments are comparable. Although few studies had investigated the convergent or construct validity of the instruments, more studies had evaluated the PHSCS than any of the other three instruments.

The PHSCS was, therefore, selected for various reasons. The primary factor, however, involved the grade-span of the normative population. The PHSCS was normed for children in grades four through twelve. As this span encompassed a large section of the home-schooling population, it was deemed that the instrument could yield findings of broader generalizability to the home-schooling movement at large.

Viability of the Instrument

In a review of literature pertaining to the viability of the PHSCS, it was found that this instrument displayed a remarkable track record. As a phenomenological, self-report instrument, it had been compared with the TSCS, the Thomas Self-Concept Values Test, and the Self-Esteem Inventory against criteria set forth by the American Psychological Association. Although none of the four instruments examined was judged to have completely met the seven validity and the six reliability

criteria, the most nearly satisfactory test was found to be the PHSCS (Shreve, 1973).

Beckwith (1984), in an investigation of cultural bias in Mexican-American children, similarly found support for the viability of the PHSCS, especially as it applied to cross-cultural research of that nature. A study (Combs, 1970) of 818 fourth graders in the public schools of Wyoming noted earlier that children appeared to respond favorably to the PHSCS.

Reliability of the instrument

Reliability factors of the PHSCS have been evaluated. An analysis regarding internal consistency of the PHSCS utilized a sample of 208 tenth graders in the Ohio public schools (Yonker, Blixt, & Dinero, 1974). A coefficient of .90 resulted for the total score, indicating a satisfactory measure of the average correlation of the items with the test.

Test-retest reliability has also been examined. Reliability on a four-week interval was found to be .86 ($p < .001$) for third graders and .85 ($p < .001$) for sixth graders (Parish & Taylor, 1978). The researchers concluded that "the PHSCS is a highly reliable measure of children's self-concepts both at the third- and sixth-grade levels" (p. 569; see also Combs, 1970). Utilizing the PHSCS with a sample of White, upper-class, seventh and eighth graders, Shavelson and Bolus (1982) found a

reliability coefficient of .81 resulting from a test-retest interval of five months.

Wylie (1974a) had expressed concern that unreliability of response patterns might yield invalid low scores on the PHSCS. This hypothesis, however, was not supported in a research study conducted by Smith and Rogers (1977) which evaluated test-retest item instability among children with high, middle, and low PHSCS self-concept scores. An overall seven-month test-retest coefficient of .621 ($p < .001$) was determined in this case.

Summarizing a number of studies involving the PHSCS, Piers (1985) noted that the median test-retest reliability was .73. Robinson and Shaver (1976) observed that alpha coefficients for the PHSCS have ranged from .78 to .93. They also noted a test-retest stability of .77 for a large sample of fifth graders at two- and four-month intervals.

Reliability indices for the cluster scores, however, appear to be largely lacking (Shavelson, Hubner, & Stanton, 1976). In an analysis of self-concept in 402 randomly selected elementary and secondary-school students, however, the PHSCS was found reliable in terms of internal consistency for all six subscales (Amato, 1984). The subscale reliabilities, nevertheless, were considerably lower than that of the total score.

In overview, Wylie (1974a) has concluded that the

reliability of the PHSCS seems satisfactory for research purposes. This factor is a vital consideration in terms of instrument viability.

Validity of the instrument

An instrument must also be considered in terms of its validity. The PHSCS has been scrutinized in light of this concern.

Concerning predictive validity, it was found that PHSCS scores over a four-year period correlated at the .56 level with the child's perception of each parent as loving and at the .61 level with peer acceptance (Robinson & Shaver, 1976). In evaluating the criterion validity of the PHSCS, Wells and Marwell (1976) have, nevertheless, warned:

There is no single behavior or class of behaviors which can exhaustively or adequately indicate the property of self-esteem and which can be used to criterion-validate measures of self-esteem. For these reasons, the idea of criterion validity, in its traditional sense, is not appropriate to self-esteem measurement. (p. 153)

Construct validity emphasizes response interpretation according to a conceptual framework. The construct validity of the PHSCS has also been examined.

A longitudinal investigation of self-concept in 160 disadvantaged Black students in two elementary schools yielded support for the conclusion that self-concept, as measured by the PHSCS, is a stable, central core of personality (Brody, 1984). Item analysis data, however,

is largely lacking, as was the case in all self-esteem scales (Robinson & Shaver, 1976).

Research tends to support both the multi-faceted and stability aspects of self-concept, thus lending support to the construct validity of the PHSCS (Shavelson, Hubner, & Stanton, 1976). A study (Michael, Smith, & Michael, 1975) of 299 elementary, 302 junior-high, and 300 senior-high students in a large metropolitan school district, for example, upheld the factorial validity of the PHSCS.

When factor analysis was performed on PHSCS results from lower middle-class junior-high-school students, Moran, Michael, and Dembo (1978) found six factors for the PHSCS essentially invariate across samples. This conclusion also found support in a study of PHSCS-measured self-concept in 890 students in grades three through six (Sullivan, 1979). In a paper presented at the 92nd Annual Convention of the American Psychological Association, Wendler (1984) reported a study utilizing the PHSCS to measure self-concept in 485 school-age children. The results of a hierarchical factor analysis procedure again provided support for the multidimensionality of the self-concept construct. The dimensions in this case, however, were not found to be invariate.

A study by Johnson (1983) demonstrated convergent validity between the PHSCS and the Coopersmith Self-Esteem Inventory. A correlation of .71 was found between the PHSCS and the California Test of Personality in White middle-class children, aged 8.5 to 9.5 (Nasanow, 1976). Utilizing a sample of third- and sixth-grade children, Parish and Taylor (1978) found a correlation of .6 ($p < .001$) between the PHSCS and the Personal Attribute Inventory for Children in which the children mark adjectives which describe themselves. This finding substantiates convergent validity between the two scales.

Robinson and Shaver (1976) observed that the PHSCS correlates positively at the .68 level of significance with the Lipsitt Self-Concept Scale for a group of ninety-eight retarded children aged twelve to sixteen. At the same time, there was a negative correlation ($-.48$ to $-.69$), as might be expected, with anxiety measures (see also Wylie, 1974a). The results of a study by Franklin, Duley, Rousseau, and Sabers (1981) indicate that the PHSCS demonstrates both convergent and discriminant validity in assessing a relatively stable and internally consistent construct which it has labeled as self-concept.

An Australian study of elementary and secondary students found certain evidence for PHSCS validity in the form of parent ratings (Amato, 1984). In a 1983 research

study conducted by Nezer, statistical analyses further revealed that a child's score on the PHSCS was significantly correlated in a positive manner with parent and teacher ratings of social skills as indexed by the Social Behavior Assessment. Several additional studies (Piers, 1963, and Querry, 1970, cited in Piers, 1985) have also found significant relationships between PHSCS scores and teacher and peer ratings.

The viability, reliability, and validity of the PHSCS have thus been examined. In conclusion to an extensive review of self-concept literature, Wylie (1974a) determined that the PHSCS seemed worthy of further utilization in research.

Description of the Instrument

The Piers-Harris Children's Self-Concept Scale (PHSCS) is, according to one of its authors, a "brief, self-report measure designed to aid in the measurement of self-concept in children and adolescents" (Piers, 1985, p. 1; see Appendix C for a sample PHSCS). Subtitled "The Way I Feel About Myself," the PHSCS is an eighty-item checklist questionnaire in which the respondent answers simple declarative statements with a dichotomous rating of Yes or No, thus indicating whether or not a specific stimulus applies to him/her. Wells and Marwell (1976) commented that the use of a large number of items "may permit a more thorough sampling from the domain of

possible descriptions, producing a more heterogenous and representative instrument and resulting in increased validity and generality" (p. 82).

Developed as a quantitative research instrument in the 1960s, the major function of the PHSCS has been to provide a global index of self-concept. The PHSCS has been used principally "in research on the development and correlates" of self-concept (Shavelson, Hubner, & Stanton, 1976, p. 430).

For the instrument, self-concept is defined as "a relatively stable set of self-attitudes reflecting both a description and an evaluation of one's own behavior and attributes" (Piers, 1985, p. 1). The PHSCS thus assumes a phenomenological view of self-concept, such that the degree of self-concept is inferred from self-report rather than from a direct observation of the construct itself (Shavelson, Hubner, & Stanton, 1976). For the authors of the PHSCS, self-concept became largely interchangeable with the terms "self-esteem" and "self-regard" (Piers, 1985).

A global measure of self-concept

The instrument assumes that self-concept has both global and specific components. The PHSCS is primarily aimed, however, at measuring the overall self-concept (Wylie, 1974a). Piers (1985) further noted that the total score is the single most reliable measure on the PHSCS. A

total raw score is the total number of responses marked in a positive direction and is not necessarily the sum of the cluster scores.

The norms for the total score are based upon results from 1,183 public-school children in grades four through twelve (Piers, 1985, p. 37). Due to the fact that no consistent gender or grade differences were found, the scores were pooled for normative statistical purposes. The analyses resulted in a mean total raw score of 51.84 with a standard deviation of 13.97. The median was 53.43.

At this point, nevertheless, a limitation of the instrument should be reiterated, namely, that the original norms are based upon data from a single Pennsylvania school district. "Although subsequent studies suggest that these findings generalize to more diverse school populations in the United States," Piers (1985, p. 5) urged that statements of comparison with other populations should be made with great caution.

A multi-dimensional measure
of self-concept

Due to the assumption that self-concept is not a unitary dimension, the results from a sample of 485 public-school sixth-grade children were factor analyzed and subjected to varimax rotation. It was found that six factors accounted for 42 percent of the common variance in

the item responses. The factors were then used to calculate cluster scale norms.

The first subscale, known as "Behavior," suggests the extent to which a respondent admits or denies problematic behavior. The second subscale, titled "Intellectual and School Status," attempts to reflect the respondent's self-evaluation regarding his academic and intellectual tasks. The third subscale, described as "Physical Appearance and Attributes," endeavors to determine the perspective toward physical characteristics and other attributes such as leadership and communication. The fourth subscale, identified as "Anxiety," seeks to evaluate overall emotional well-being by tapping feelings such as to worry, shyness, sadness, and fear. The fifth subscale, named "Popularity," explores the respondent's perception of his acceptance with classmates and ability to make friends. The sixth subscale, named "Happiness and Satisfaction," examines the respondent's general feeling of being a happy and satisfied person.

Considerations regarding the instrument

A high score on the overall scale or on any of the six subscales suggests a positive self-concept. Procedures are provided in the manual (Piers, 1985) for the determination of raw scores and for their conversion to normalized T-scores and percentiles.

As with many personality measures, the instrument is somewhat affected by negative skewness. This reflects the tendency for the normative population to respond in a generally positive fashion. The PHSCS has attempted to minimize acquiescence and negative response bias by phrasing approximately half of the items in the direction toward higher self-concept and half towards a lower degree of self-concept. This balance, however, is not always reflected in the distribution of the items in the cluster scales.

The PHSCS items have been evaluated to be of a reading difficulty at approximately the third-grade level (Piers, 1985, p. 3; see also Wylie, 1974). Robinson and Shaver (1976) noted that the items are clearly written and tend to avoid both single and double negatives. Wylie (1974a) further observes that simplicity in item structure and response procedures exert a favorable influence upon construct validity. The items cover a broad scope in content, thus yielding additional evidence toward the content validity of the PHSCS.

The manual (Piers, 1985) contains much relevant information. Suggested administration time for the PHSCS is fifteen to twenty minutes. Piers has cautioned that extremely low scores may result from children who set a very high standard for themselves, while extremely high scores may be due to defensiveness and social

desirability. The Physical Appearance and Attributes scale appears to be more sensitive than the other subscales to gender differences.

The PHSCS makes a number of assumptions regarding the self-concept construct. Self-concept is held to be relatively constant but potentially mutable by experience. It is perceived to be phenomenological and multidimensional. Self-concept is also seen to represent an individual's accumulated judgments regarding himself. These evaluations are maintained to involve both nomathetic (between-person) and idiographic (within-person) dimensions (Piers, 1985, p. 43).

Summary Concerning the Instrument

In essence, the PHSCS appears to be a sufficiently reliable instrument, having adequate stability and internal consistency. Validity was also quite well supported. Moreover, the PHSCS was appropriate for the age-range examined in this study, had been widely used in prior research, and had received merit as a viable research tool to assess the self-concept. After an extensive evaluation of research studies and reviews, Smith and Rogers (1977) concluded that the PHSCS is "one of the best instruments available for assessing children's self-regard" (p. 554).

Collection of Data

The sampling method employed a computerized random selection of individuals from the mailing lists of two home-school agencies--the Hewitt Research Foundation located in Washington state and Holt Associates, Inc. of Boston (see Appendix B for correspondence with the home-schooling agencies). In 1984, Whitehead and Bird listed Hewitt Research Center and Holt Associates, Inc. as the two largest national home-education organizations (p. 129). The mailing lists contained a total of approximately 45,000 addresses.

As the sampling was random, each individual on the respective mailing list had an equal chance of being selected. The mailing lists represented the major geographical regions of the United States. The sample was deemed complete at a cutoff date six weeks after mailout.

Preannouncements of the study appeared in newsletters of both agencies approximately one month prior to mailout. The PHSCS instrument was mailed to each selected address accompanied by a cover letter, a demographic form, instructions, and a postage-paid return envelope (see Appendix C for mailout materials). These materials were mailed during the third week of January 1986.

The potential respondents were assured of anonymity and confidentiality. Wylie (1974a) had

advocated that guaranteed anonymity helps to decrease possible contaminatory influence of social-desirability tendencies. Kink (1983) found home-schooling families cooperative to participate in research after receiving an assurance of anonymity and confidentiality. It was further observed in that investigation that families expressed a desire to know the outcome of the research. In the current study, the respondents were notified that a summary of the findings would be published in each of the two newsletters which are sent to all individuals on the respective mailing lists of the home-schooling agencies.

Control of the treatment was largely limited due to the case that the study, by its very nature, was ex post facto. It was not possible to assign individuals to the home-schooling group. The design was essentially that of treatment followed by an observation for the home-schooling group, and no treatment followed by an observation for the population norms. No matching was considered necessary as both groups were randomly selected from larger populations.

Regarding measurement criteria, both internal and external validity in the study were considered sufficient due to the research design, instrumentation, data-gathering processes, and the generalizability of the study. Self-concept was the core issue of investigation. The study employed the PHSCS instrument and a demographic

form for all measurement purposes. These forms yielded measurable data. The study also possessed practical value and relevance.

Delimitations

The study was delimited to current home-schooling children in the United States. These children were in grade-equivalents four through twelve.

The sample was delimited to those individuals whose names resided in the mailing lists of two large home-schooling agencies--Hewitt Research Foundation and Holt Associates, Inc.

Limitations

The study was limited insofar as certain aspects of the self-concept may not have been adequately measurable.

The PHSCS norms utilized in this study presented a limitation in that they are based upon data from a single Pennsylvania school district.

A limitation was due to the fact that not all home-schooling children were identified in the mailing lists from which the random sample was drawn.

The findings of the study indicated that a few respondents qualified certain answers on both the PHSCS and the demographic form. For purposes of the study, these qualifications did not enter the statistical

analyses but were discussed in connection with the findings.

Data Analysis

An examination of the data resulting from the study involved inferential statistical procedures. Computerized data analysis was performed utilizing the BMDP Biomedical Computer Programs (1979) on a Sigma mainframe computer. Information from the PHSCS and the demographic sheet was entered directly from the respondent self-report forms. Individual raw scores, T-scores, and percentiles were calculated for the global scale and the six subscales of the PHSCS.

Data Description Procedures

Data description procedures utilized the BMDP program 2D for the demographic variables of age, grade-equivalence, gender, number of siblings, number of years in home school, socioeconomic status, locality of residence, prior attendance at a conventional school, number of children home schooling in the family, age when formal instruction commenced, operator educational level, and geographical region.

Similar statistical procedures were employed for the self-concept variables of grand total and subscale raw scores, T-scores, and percentiles for the total sample; grand total raw scores, T-scores, and percentiles for

children home schooling for at least two years; and grand total raw scores, T-scores, and percentiles for home-schooling children who had never attended a conventional school. "Yes" and "No" response percentages to the specific items on the PHSCS were computed.

For each of the demographic and self-concept variables, cell frequencies and corresponding percentages were determined. Univariate statistics, such as the mean, median, mode, and standard deviation, were also calculated and utilized where appropriate.

Hypothesis Testing Procedures

Hypotheses involving population norms were tested employing t-tests and the appropriate statistics derived from the descriptive analysis procedures. The remaining hypotheses were tested utilizing multiple linear regression and the BMDP programs 1R, 2R, and 9R. A correlation matrix was established and plots were derived.

The identification of a best predictive model for the self-concept of home-schooling children employed stepwise, best subsets, and backward methods. The backward method used an F to enter of 2.0, while the best subsets method utilized the lowest Mallow's Cp.

CHAPTER IV

PRESENTATION OF FINDINGS

The intent of this study centered upon the self-concept of home-scholing children. Employing a random sample of home-schooling families, raw data were gathered utilizing the Piers-Harris Children's Self-Concept Scale (PHSCS) and a demographic form. Descriptive statistics were then compiled and the hypotheses tested.

Interpretation of the Data

Data obtained in a study must be interpreted and evaluated. They must be understood within the general scope and context of the research. Throughout the interpretation process, a variety of factors often come into play. These elements must be considered in any formal presentation of the research findings.

Pilot Test and Volunteer Respondents

Two months prior to the actual mailout, a pilot test of the instructions, instrument, and demographic form was conducted in collaboration with a local home-schooling agency. Approximately 25 surveys were mailed. The returns from this endeavor led to a refinement of the

instructions and of the demographic form. These data were not included in the study.

Preannouncements of the research study appeared in journals of the two national home-schooling agencies participating in the study. These announcements occurred nearly one month prior to mailout and generated approximately 40 volunteer requests for participation.

Although courtesy surveys and demographic forms were sent to these individuals, their contributions were not included in the findings of this study. If incorporated, biases might have been introduced by the nature of volunteer characteristics. The volunteer telephone calls and letters did indicate a potentially high level of interest regarding the study in the target respondent group. It is possible, however, that a minimal contamination may have been introduced to the study if an individual later selected in the random sample did not respond due to previous participation via a courtesy form.

Research Study Returns

The returns from the mailout were distributed in three categories: (1) those individuals who declined to participate, (2) those who were rejected from participation, and (3) those who were accepted as participants in the study.

Individuals declining to participate

Fifty individuals answered the cover letter but declined to participate in the study. The PHSCS was often returned. The principal reason for non-participation was that no one in the family qualified as a participant. This was often the result of no current home-schooling children or children below the lower grade-level limit (see Appendix D for a sampling of comments).

A few individuals expressed concern regarding the philosophical orientation of the study or the instrumentation (see also Appendix D for letters and replies). Certain individuals perceived a "humanistic" philosophical perspective to be assumed by the PHSCS. Some non-participants noted that the PHSCS seemed designed primarily for conventionally schooled children and contained a number of items which addressed school-related situations. Others observed that the self-concept scale did not cover certain dimensions pertinent to home schoolers, such as friendships with individuals from a wide age span. Another non-participant questioned the relevance and future effectiveness of the study.

Non-participant response may have resulted in part from the provision of postage-paid return envelopes. Non-participants, nevertheless, were not instructed to reply.

Returns rejected

Seventy-seven individuals completed the PHSCS but were not included in the final statistical analyses. These returns were discarded because the individuals (1) were out of the grade range, (2) did not include the demographic form, (3) were currently attending a conventional school, (4) contributed multiple surveys from a single address, (5) yielded an improperly marked survey, or (6) did not answer certain items on the PHSCS.

There were 33 returns which were out of grade range. These were distributed with 5 respondents in kindergarten, 5 in first grade, 7 in second grade, and 16 in third grade. There were 9 returns which did not include the demographic form. Eight respondents had previously been home schooled but were currently attending a conventional school. Eleven multiple copies of the instrument from single addresses were returned by home-schooling families. In these cases, all completed surveys but that of the oldest child were discarded from the study. One survey was incorrectly marked--the individual circling both "Yes" and "No" responses on the PHSCS.

Fifteen returns did not answer particular items on the PHSCS and were thus excluded. These individuals usually stated that such items were non-applicable (see Table 1).

TABLE 1

PHSCS ITEMS DESIGNATED AS NON-APPLICABLE
BY RESPONDENTS

Item No.	Respondents	Item No.	Respondents
1	6	34	1
2	1	35	1
4	1	36	1
5	1	37	1
6	2	40	1
7	7	41	1
9	2	42	9
10	4	43	1
11	3	45	2
12	4	46	3
13	1	48	1
14	2	49	11
15	1	52	1
17	1	54	1
19	1	56	1
20	1	57	5
21	3	59	1
22	2	60	1
23	1	62	1
24	1	63	2
25	2	69	3
26	2	73	6
27	8	76	1
29	4	77	1
30	10	78	1
31	5	80	1
33	1		

The items most frequently designated as non-applicable were those which addressed school-related circumstances. These included statements such as "I get nervous when the teacher calls on me," "I can give a good report in front of the class," or "My classmates in school think I have good ideas" (see Appendix C for a presentation of the entire PHSCS). Interestingly, one of

the school-related items which was most rarely identified as non-applicable was that which stated "I hate school." Non-school items which ranked highly with non-applicable designations were the statements "I am popular with the boys" and "I have a good figure."

Qualified participants

There were 224 respondents who qualified as participants in the study. These individuals were often enthusiastic about the research project and frequently supplied additional details regarding the home school. Positive statements were expressed regarding the home-school experience. A number of respondents noted that the issue of socialization and self-concept was a prime concern often raised regarding their home school (see Appendix E for a sampling of participant letters and comments).

A few participants were concerned over school-related items on the PHSCS. A number of respondents, however, specifically stated that the PHSCS had been answered in regards to the home school and group-related activities such as clubs and special classes.

The participants were frequently interested to learn the results of the study. Fifteen families also sent postage-paid return envelopes for a summary of the results, although this procedure had not been suggested.

It was further noted that many, perhaps half, of

the respondents identified themselves with a return address on the survey envelope. Many had also given their home school a name, as observed from unsolicited information on the front page of the PHSCS.

Rate of return

The rate of return was considered in the context of the 224 actual participants. As the originally estimated target population which might have qualified as participants numbered roughly 500, the rate of return was approximately 45 percent.

An interesting phenomenon was observed, however. Although equal random samples were selected from each of the two mailing lists, one list yielded twice as many qualified respondents as the other--64.3 and 35.7 percent of the returns, respectively. As there was no significant correlation between mailing list and self-concept or any of the demographic variables except geographical region, this difference did not seriously influence the results of the study. Considering that the mailout material was essentially the same in both settings, however, the difference of returns could be due to a higher level of qualified participants in one list than in the other. Perhaps one of the mailing lists contained a higher percentage of current home-schooling families.

The agency list which yielded the higher rate of return had conducted an in-house survey which had

identified current home-schooling families as approximately 50 percent of the total. The other home-schooling agency had only "guesstimated" that perhaps half of the families identified on the mailing list were actually home-schooling. Based on the comparative rates of return, it might be possible that only about 25 percent of the families on this second list were currently home schooling. If indeed the case, the adjusted target population estimate would be roughly 375 and the rate of return would be approximately 60 percent.

It is also possible to consider the rate of return in light of findings in the 1984 Washington state study (Teaching Parents Association) which reported that only 30 percent of home-schooling children were ten years of age or older. If the original premise that half of the families on both mailing lists were home schooling is held to be true, then there would have been a potential of approximately 300 respondents ten years of age or older. In this study, there were 189 actual respondents aged ten or older, suggesting a return rate of over 60 percent. This consideration is supported by a California-based study (Kink, 1983) of home-schooling families which found only 35 percent of the home schoolers in grade-equivalents four through twelve.

Interpretation of the Demographic Form

Home-school operators provided demographic data.

This information was converted to numerical form, as necessary, and was entered into a computerized data base preparatory to the statistical analyses (see Appendix F for numerical conversions and data base printout). Throughout the processes of interpretation and data entry, specific judgments were made and home-school operator comments noted regarding the demographic form (see Appendix C for a sample form).

Specific considerations

The age of the child required no conversion. The only respondent comments were in two cases in which it was noted that the child answering the PHSCS was a twin.

Whenever grade-equivalent data involved a fraction, the integer was utilized. If a grade range was indicated, the lower number was taken. This latter procedure, however, disqualified certain individuals wherein the lower portion of the grade range fell below the grade limits for the study. One home-school operator whose response indicated grade 5 observed, "We do not know this--we do not test." Another operator answered "10th grade" but clarified that this figure was according to age placement. She further stated, "In our schooling program, we have never used any division according to grade."

Gender classification was converted to a numerical representation for purposes of the analysis. No respondent comments were provided.

Data regarding the number of siblings required no conversion. Certain home-school operators seemed to be unclear as to whether this item should include the responding child. The question might have been clarified if the word "siblings" had been utilized rather than "children."

Whenever the completed years of home schooling involved a fraction, the integer was utilized. Any response less than one was entered as a zero. A few respondents seemed to find this item ambiguous. These commented, "It depends on what you mean" or "I do not know when to judge when his schooling began." Some maintained that the individual had been home schooled since birth. In all such cases, the children had never attended a conventional school. To make these respondents compatible with other entries, the number of the grade-equivalent response less one was entered as the number of home-schooling years completed for that child. Other respondents indicated that the number of completed years of home schooling included a year of kindergarten.

Earnings categories were converted to a numerical representation for purposes of the analysis. Three respondents indicated no earnings category, one commenting that this was a private matter. For these individuals, the mode was utilized.

Locale of residence categories were also

converted to a numerical representation. One respondent marked the suburban category but added that their locale had been rural until 6 months prior to the survey.

Response data regarding prior attendance at a conventional school were numerically converted. One individual who answered affirmatively qualified that response with "part time kindergarten, none since." Other respondents clarified an affirmative reply with the word "preschool." Still others noted short periods of time, such as 2.5 months, in a conventional school. One individual who answered "No" qualified that response by noting that the child also attended a private school part time. Another such respondent stated that the child was in a conventional setting only for "music, field trips, and the standardized tests."

No conversions were required for the number of children in the home school. One individual, who answered that there were two children in the home school, added that while two were enrolled, four children were actually taught.

Regarding the age at which the child began formal instruction, an ambivalence seemed to emerge on the part of a few respondents. One home-school operator answered with an age of four but also stated, "The children did not perceive a beginning to their formal education; nor did we think of it that way." Another individual, whose survey

was not utilized due to other reasons, inquired, "What is formal instruction?" Certain respondents, whose children had never attended a conventional school, answered with an age of zero. In order to make these replies compatible with other entries, a number was utilized which represented age minus the child's grade-equivalent. In another three cases, individuals entered the age at which the child began home schooling. This was evidenced in that the values were 10 or greater and that the child's age less the number of years of home school completed equaled the age at which it was stated that the child began formal instruction. In all cases, however, the child had previously attended a conventional school. In order to maintain a parity with other replies, a number representing age minus grade-equivalent was utilized in these instances. It might have been well to have rephrased this question as "Age at which the child first began formalized instruction in public, private, or home school."

In response to the question concerning the operator's educational attainment, a number of individuals indicated that the educational level of their spouse was higher than their own. Certain home-school operators did not respond with a number, but rather with the name of a degree. For purposes of the analysis, a high-school degree was interpreted as 12 years of schooling, a college

degree as 16, and a master's degree as 17. Comments by several individuals, however, indicated abnormalities from these commonly accepted degree-equivalents. In one case, an individual responded with 8 years of schooling but added that a GED and one year of college had been completed. This respondent further noted that the question was unclear. Another respondent annotated 17 years of education as representing 5 years of college, while an answer of 14 years was qualified by the phrase "K-12 plus one year of college." One individual who answered with 19 added the clause "master's degree." The sample mode was utilized for a home-school operator who did not provide the necessary information on this item.

Responses regarding geographical region were converted to a numerical representation. A number of respondents added a separate category for the state of Alaska. These were interpreted as West. The response of West was also entered for individuals who had marked both South and West.

General considerations

As a whole, the demographic form appeared to be clearly understood by a majority of the respondents. Data conversion and entry involved relatively simple procedures. A minimum amount of interpretation was required. Information contained in the demographic data

base was computer-verified to be within the rational limits for the variables.

Interpretation of the Self-Concept Scale

Current home-schooling children in grade-equivalents four through twelve responded to the PHSCS. Information from the 80 items of the self-concept scale was converted to numerical form and entered into the data base preparatory to the statistical analyses (see Appendix F for the specific numerical conversions and data base printout). Throughout the process of data entry, a number of home-schooler comments were noted regarding the self-concept scale (see Appendix C for a sample PHSCS form).

Specific considerations

Item 15 states, "I am strong." One child circled "No" but was noted to be one of the best swimmers in a swimming class. A child who answered affirmatively queried, "Do you mean muscles or mind?"

Item 18 states, "I usually want my own way." A respondent answering "Yes" added, "If it does not bother anyone."

Item 27 declares, "I am an important member of my class." A certain individual substituted the word "groups" for "class." Another child who answered affirmatively observed that she was the only member of her class.

Item 36, "I am lucky," generated a number of comments. Some children answered affirmatively but qualified that answer with such remarks as "Things go well with me," "I am fortunate," or "I am blessed." Respondents who circled "No" at times added comments such as "Because there is no such thing as luck," "I do not believe in luck," or "Christians only have divine appointments." Negative responses for this item tend to lower self-concept scores for both the global scale and the "Happiness and Satisfaction" subscale.

Similarly, item 45, which states "I hate school," brought qualifiers from at least five affirmative respondents. These added the clause "public school" or its equivalent. An affirmative response would be scored against higher levels of self-concept for both the global scale and the "Behavior" subscale.

Item 49 asserts, "My classmates in school think I have good ideas." A home-school respondent who answered "No" questioned, "What classmates?" Such a response would detract from a positive level of self-concept on the global scale and the "Intellectual and School Status," "Physical Appearance and Attributes," and "Popularity" subscales.

Item 51 expresses, "I have many friends." A child who answered affirmatively clarified the response

with the clause "enough friends." A respondent who circled "No" also noted, "We are very rural."

Item 63 declares, "I am a leader in games and sports." A negative response was qualified with the phrase "games yes, sports no."

Item 71 states, "I would rather work alone than with a group." One individual who answered affirmatively clarified, "Unless the task needed a group," while another noted that "it depends on the group." An affirmative response for this item would lower the overall level of self-concept on the global scale.

Item 73 expresses, "I have a good figure." Three male respondents who answered affirmatively crossed out the word "figure" and annotated the descriptors "physique," "body," or "build."

Item 77 asserts, "I am different from other people." Six affirmative respondents clarified their answers with phrases such as "And I am glad," "Everybody is," and "I am myself." One individual noted that he was different because he was a Christian and a home schooler. Affirmative responses on this item would lower self-concept scores for both the global scale and the "Popularity" subscale.

As evidenced by respondent qualifiers, the interpretation of certain items on the PHSCS lowered self-concept scores for the home-schooling sample. This

situation affected the global scale and all subscales with the possible exception of that labeled "Anxiety." The potential negative effect was most pronounced upon the "Popularity" subscale.

General considerations

As is the case with many psychological instruments, certain words and phrases were interpreted somewhat differently by various individuals. By and large, however, the PHSCS seemed adequately comprehensible to the target population. The instructions regarding the completion of the instrument were sufficiently understood in all but very few cases.

At least one individual, however, expressed concern in regard to items which involved the concepts of good or bad. Other comments--such as "Which night?", "What things?", and "Nervous about what?"--revealed that certain questions seemed vague to a few respondents. Concerns were also raised regarding the inclusion of school-related items on the PHSCS.

Characteristics of the Sample

Statistical procedures of a descriptive nature yielded sample characteristics. These data types pertained to both the demographic form and the PHSCS.

Demographic Factors

Variables measured on the demographic form

included age, grade-equivalence, gender, number of siblings, number of years in home school, socioeconomic status, locality of residence, prior attendance at a conventional school, number of children home schooling in the family, age when formal instruction commenced, operator educational level, and geographical region. These demographic factors were analyzed utilizing descriptive statistics.

Age

The average age of the home-schooling children in the sample was 11.60 with a standard deviation of 2.21. The ages ranged from 6 to 17 years. The most frequently entered age was 10, accounting for nearly one quarter of the sample (see Table 2).

TABLE 2
PERCENTAGE OF SAMPLE AT DISTINCT AGE LEVELS

Age	Cell %	Cum. %	Age	Cell %	Cum. %
6	0.4	0.4	13	9.8	79.9
8	1.3	1.8	14	6.2	86.2
9	13.8	15.6	15	7.1	93.3
10	23.2	38.8	16	4.0	97.3
11	17.0	55.8	17	2.7	100.0
12	14.3	70.1			

Note: Numbers may not add to 100 percent due to rounding.

It should be noted that the sample included only those home-schooling children in grade-equivalents four

through twelve. Observing that in the sample the percentage of home-schoolers generally decreased with increasing age, it is probable that the average age for all home-schooling children is lower than the mean obtained in this study.

Grade-equivalence

The average grade-equivalent for the sample was 6.20 with a standard deviation of 2.17. Over one quarter of the respondents were in the fourth grade with percentages generally decreasing towards the twelfth grade (see Table 3).

TABLE 3
PERCENTAGE OF SAMPLE AT DISTINCT
GRADE-EQUIVALENTS

Grade	Cell %	Cum. %	Grade	Cell %	Cum. %
4	29.0	29.0	9	6.7	89.3
5	19.2	48.2	10	6.2	95.5
6	15.6	63.8	11	2.7	98.2
7	8.9	72.8	12	1.8	100.0
8	9.8	82.6			

Note: Numbers may not add to 100 percent due to rounding.

It should be recalled that this study was delimited to home-schooling children in grade-equivalents four through twelve. Based upon the trend observed in this study, it is likely that a major section of the home-schooling population resides in grade-equivalents one

through three. The mean grade-equivalent for all home-schoolers would consequently be lower than that which was obtained in this study.

Gender

In the sample of home-schooling children, 50.4 percent were male and 49.6 percent were female. An approximately equal distribution of home schoolers in terms of gender was indicated.

Siblings

The average number of siblings for the respondent child was 2.69 with a standard deviation of 1.84. The most frequently indicated number of siblings was two and accounted for over one-fourth of the sample. Only 6.7 percent of the home-schooling families had but one child (see Table 4). This would seem to indicate that the great majority of home-schooling children have association with other children at least within their own families.

Home-schooling families generally appear to have more children than the average United States family in 1984 (U. S. Bureau of Census, 1984, p. 40). This finding disagrees somewhat with the conclusions reported by Gustavsen (1980). It also conflicts with findings reported by Ray (1985) which noted that 89 percent of the families had three or fewer children. The results of the

present study indicate that only 53.1 percent of the home-schooling children had two or fewer siblings

TABLE 4
PERCENTAGE OF SAMPLE AT DISTINCT
NUMBER OF SIBLINGS

Number of Siblings	Cell %	Cum. %
0	6.7	6.7
1	19.6	26.3
2	26.8	53.1
3	19.2	72.3
4	15.6	88.0
5	5.8	93.8
6	2.2	96.0
7	2.2	98.2
8	0.4	98.7
9	0.4	99.1
10	0.4	99.6
12	0.4	100.0

Note: Numbers may not add to 100 percent due to rounding.

Years of home schooling

In the sample, the average home-schooling child had completed 2.66 years of home school. The standard deviation was 2.01. Approximately one-tenth of the sample were in their first year of home schooling (see Table 5).

It should be noted that the original data were recorded as the integer number of years of home-schooling completed. As data collection occurred primarily in the month of February, the mean of the years of home schooling likely would have risen another half year if fractional data had been solicited and accepted.

TABLE 5

PERCENTAGE OF SAMPLE AT DISTINCT
YEARS OF HOME SCHOOLING

Years	Cell %	Cum. %	Years	Cell %	Cum. %
0	11.6	11.6	6	4.0	96.4
1	19.2	30.8	7	1.3	97.8
2	22.3	53.1	8	0.9	98.7
3	16.5	69.6	10	0.4	99.1
4	16.1	85.7	11	0.4	99.6
5	6.7	92.4	12	0.4	100.0

Note: Numbers may not add to 100 percent due to rounding.

It is also probable that the percentage of children in the first year of home schooling would have risen if lower grade levels had been included in the study. Considering the four-through-twelve grade range, however, it does not appear that there is a dramatic influx of home-schooling children from the conventional school. If the rate of increase in the home-schooling movement is indeed what advocates have suggested, this growth must occur largely in the lower elementary grades.

Family earnings

The most frequently selected earnings category for home-schooling families was \$30,000 or greater. Less than one quarter of the sample indicated that their annual incomes were lower than \$20,000 (see Table 6).

TABLE 6

PERCENTAGE OF SAMPLE AT DISTINCT
EARNINGS CATEGORIES

Annual Earnings	Cell %	Cum. %
Less than \$10,000	6.2	6.2
\$10,000 - \$14,999	9.4	15.6
\$15,000 - \$19,999	8.5	24.1
\$20,000 - \$24,999	15.6	39.7
\$25,000 - \$29,999	13.0	52.7
\$30,000 or greater	47.3	100.0

Note: Numbers may not add to 100 percent due to rounding.

When compared to the 1983 percentages at earnings categories for the entire United States population (U. S. Bureau of Census, 1984, p. 442), the incomes reported by the home-schooling families seem to be considerably higher. In the overall population, for example, 22.9 percent of the families reported incomes less than \$10,000 as compared to 6.2 percent in the home-schooling sample. Towards higher income categories, 31.3 percent of the general population declared family earnings of \$25,000 or greater. For the home-schooling families, the comparative percentage was 60.3 percent.

The findings are at variance with studies by Gustavsen (1980) and Linden (1983) in which, respectively, respondents selected most frequently the \$15,000 to \$20,000 and the \$10,000 to \$14,999 categories. They also contrast with Meighan's (1983) report of low socioeconomic

brackets in home-schooling families of the United Kingdom.

Locale of residence

Nearly half of the respondents indicated that they resided in a predominantly rural area. Less than one-tenth selected a strictly urban descriptor (see Table 7).

TABLE 7
PERCENTAGE OF SAMPLE AT DISTINCT
LOCALES OF RESIDENCE

Locale	Cell %	Cum. %
Urban	9.4	9.4
Suburban	28.1	37.5
Town or Village	19.2	56.7
Rural	43.3	100.0

Note: Numbers may not add to 100 percent due to rounding.

Home-schooling families appear to be more rural than the general population in the United States. Statistics which dichotomized urban and rural families on a national level in 1980 indicated that 73.7 percent were urban while only 26.3 percent were rural (U. S. Bureau of Census, 1984, p. 22). A favorable disposition of home-schooling families toward a rural locale concurs with the findings of Gustavsen (1980), Meighan (1983), and Linden (1984).

Attendance at a conventional school

Approximately 82.6 percent of the respondents indicated that the child answering the PHSCS had previously attended a conventional school. The percentage of children who had previously attended a conventional school might have been less had the sample included the lower elementary grades. The findings of this study, nevertheless, are in agreement with the research conducted by Greene (1985) which concluded that most home schoolers had previously attended a conventional school.

Home-schooling children in family

The average number of currently home-schooling children in the family was 2.46 with a standard deviation of 1.11. The range was from one to seven children. Over 80 percent had more than one child in the home school (see Table 8).

These findings seem to be somewhat higher than those in the 1984 Washington state study (Teaching Parents Association) which indicated an average of 1.87 home-schooling children in the family. There is a closer agreement with the Williams et al. (1984) report which noted that home schools frequently involved two or more children.

TABLE 8

PERCENTAGE OF SAMPLE AT DISTINCT NUMBER OF
HOME-SCHOOLING CHILDREN IN THE FAMILY

Number of Children	Cell %	Cum. %
1	16.5	16.5
2	42.9	59.4
3	26.8	86.2
4	7.6	93.8
5	4.9	98.7
6	0.9	99.6
7	0.4	100.0

Note: Numbers may not add to 100 percent due to rounding.

Age at school commencement

The average age at which the child had commenced formalized instruction was 5.45 with a standard deviation of 1.17. The age range was 2 to 10. Over 85 percent had begun school prior to age 7 (see Table 9).

TABLE 9

PERCENTAGE OF SAMPLE AT DISTINCT
AGES OF SCHOOL COMMENCEMENT

School-Commencement Age	Cell %	Cum. %
2	1.3	1.3
3	1.8	3.1
4	6.2	9.4
5	55.8	65.2
6	20.1	85.3
7	8.0	93.3
8	4.5	97.8
9	1.8	99.6
10	0.4	100.0

Note: Numbers may not add to 100 percent due to rounding.

When compared to 1983 national statistics (U. S. Bureau of Census, 1984, p. 132), it would appear that home-schooling children tend to commence formalized instruction at a later age. In the overall population, 38.1 percent of the children less than 5 years of age were enrolled in school. Only 9.4 percent of the home-schooling children had begun formalized instruction prior to age 5.

Operator educational level

On the average, home-school operators had completed 14.33 years of education with a standard deviation of 3.01. The range was 0 to 22 years. Nearly 95 percent had completed the number of years equivalent to high school. Approximately 40 percent had completed the equivalent to a baccalaureate degree, while nearly 20 percent had obtained the equivalent of some graduate training (see Table 10).

United States statistics (U. S. Bureau of Census, 1984, p. 135) from 1980 seem to indicate that the educational level of the general population is lower than that attained by home-school operators. The national statistics in this area have been relatively stable in recent decades. In the general population, 66.5 percent of individuals 25 years of age or older had completed 12 years of education while 16.2 percent had completed 16

years or more. By contrast, 94.6 percent of the home-school operators reported that they had completed at least 12 years of education while 41.0 percent reported that 16 years or more had been attained.

TABLE 10
PERCENTAGE OF SAMPLE AT OPERATOR
EDUCATIONAL LEVELS

Operator Educational Level	Cell %	Cum. %
0-7	3.1	3.1
8	0.9	4.0
9-11	1.4	5.4
12	21.0	26.3
13-15	32.6	58.9
16	21.4	80.4
17-22	19.6	100.0

Note: Numbers may not add to 100 percent due to rounding.

The findings support previous studies which had determined that the educational level of home school operators was notably above average (see Greene, 1985; Gustavsen, 1980; Linden, 1983; Moore, 1985; Meighan, 1984; Ray, 1985; Schemmer, 1985; Teaching Parents Association, 1984). It should be noted that a number of home-school operators who responded to the demographic form indicated that the educational level of their spouse was higher than their own.

Geographical region

The sample was distributed quite evenly throughout the four geographical regions of the United States. The most frequently selected region was the West and the least selected was the Northeast (see Table 11).

TABLE 11
PERCENTAGE OF SAMPLE AT DISTINCT
GEOGRAPHICAL REGIONS

<u>Region</u>	<u>Cell %</u>	<u>Cum. %</u>
Northeast	19.6	19.6
Midwest	25.4	45.1
South	24.6	69.6
West	30.4	100.0

Note: Numbers may not add to 100 percent due to rounding.

The distribution of the national population in 1983 placed 21.2 percent in the Northeast, 25.2 percent in the Midwest, 34.0 percent in the South, and 19.6 percent in the West. In comparison, the sample, while corresponding quite well to this distribution, tended to favor the West at the expense of the South. This slight difference, while it may be due to the composition of the mailing lists, could indicate a proportionately higher concentration of home-schooling families in the West with a correspondingly lower grouping in the South. It should

be recalled, however, that respondents who marked both South and West were tabulated as West.

Self-Concept Factors

The PHSCS was completed by a qualified home-schooling child. Descriptive statistics were compiled for individual items, the global scale, and the six subscales.

Item response

Cell percentages were determined for the sample response to each item on the PHSCS (see Table 12). These percentages were compared to the responses tabulated toward higher levels of self-concept and to the norm response percentages.

Sample responses were directed distinctly toward a positive self-concept tabulation on 69 items of the PHSCS. This tendency towards positive scoring was also evident, but less marked, in 7 additional statements--items 24, 26, 32, 42, 57, 68, and 69 (see Appendix C for a sample of the entire PHSCS). Such statements dealt with boy/girl popularity, achievement in music, control of temper, relationship with siblings, volunteer initiative in school, and relative time requirements to complete schoolwork. Of these items, however, only item 26 indicated an appreciably less favorable response percentage than the norm.

TABLE 12

SAMPLE RESPONSE ON PHSCS ITEMS COMPARED TO NORM
PERCENTAGES AND INDICATING RESPONSE TABULATION
HIGHER SELF-CONCEPT

Item	Sample		Norm		Item	Sample		Norm	
	Y%	N%	Y%	N%		Y%	N%	Y%	N%
1	8	92*	20	80	41	88*	12	71	29
2	96*	4	93	7	42	66*	34	56	44
3	15	85*	18	82	43	11	89*	28	72
4	14	86*	30	70	44	86*	14	77	23
5	94*	6	71	29	45	19	81*	38	62
6	25	75*	37	63	46	15	85*	30	70
7	12	88*	41	59	47	6	94*	14	86
8	12	88*	27	73	48	4	96*	21	79
9	83*	17	57	43	49	84*	16	62	38
10	24	76*	57	43	50	4	96*	14	86
11	17	83*	27	73	51	75*	25	83	17
12	94*	6	74	26	52	93*	7	87	13
13	10	90*	22	78	53	4	96*	16	84
14	4	96*	19	81	54	82*	18	62	38
15	82*	18	71	29	55	83*	17	81	19
16	93*	7	82	18	56	6	94*	24	76
17	92*	8	82	18	57	62*	38	62	38
18	54	46*	59	41	58	13	87*	28	72
19	86*	14	61	39	59	4	96*	12	88
20	13	87*	18	82	60	89*	11	72	28
21	96*	4	80	20	61	20	80*	36	64
22	4	96*	25	75	62	9	91*	29	71
23	75*	25	43	57	63	45*	55	40	60
24	65*	35	59	41	64	8	92*	22	78
25	4	96*	15	85	65	16	84*	19	81
26	34	66*	25	75	66	13	87*	28	72
27	82*	18	42	58	67	92*	8	84	16
28	12	88*	31	69	68	32	68*	43	57
29	84*	16	66	34	69	63*	37	64	36
30	73*	27	55	45	70	94*	6	70	30
31	29	71*	32	68	71	48	52*	38	62
32	42	58*	55	45	72	93*	7	82	18
33	87*	13	72	28	73	81*	19	56	44
34	15	85*	27	73	74	13	87*	30	70
35	91*	9	75	25	75	5	95*	18	82
36	81*	19	64	36	76	98*	2	92	8
37	19	81*	47	53	77	71	29*	62	38
38	12	88*	24	76	78	7	93*	31	69
39	94*	6	83	17	79	24	76*	27	73
40	18	82*	41	59	80	98*	2	91	9

* Response tabulated towards higher self-concept level.

Respondents answered items 18, 63, and 71 in an approximately equal distribution of "Yes" and "No" replies. Response to item 71, "I would rather work alone than with a group," slightly favored a tabulation toward positive self-concept. Response to statements 18, "I usually want my own way," and 63, which indicates "I am a leader in games and sports," slightly favored a lower tabulation of self-concept. Both of these items, however, indicated a more favorable response percentage than the norm.

Item 77 was the only PHSCS statement on which the sample group answered largely in a manner which detracted from a positive level of self-concept. The item expresses "I am different from other people." It is included in both the global scale and the "Popularity" subscale.

Sample response on four items tended to indicate considerably lower self-concept than the response selection in the normative population. These were item 26--"I am slow in finishing my schoolwork," item 51--"I have many friends," item 71--"I would rather work alone than with a group," and item 77--"I am different than other people." Item 26 is tabulated into the "Intellectual" subscale, while items 51 and 77 are considered part of the "Popularity" subscale. Of these four items, only item 77 was answered by the majority of

the sample group in a way that detracted from self-concept levels.

The home-schooler response to item 26 may indicate an important motive for which these children are home schooled. Item 51 response tendencies on the part of the home schoolers in the face of significantly higher levels of self-concept on all scales of the PHSCS may suggest that the quality of social relationships is more crucial to children than their quantity. Home-schooler response tendency on item 71 was to be expected in such a sample. It should be recalled that this item was qualified by a number of respondents. The home-schooler responses which were tabulated towards lower self-concept levels may indicate a satisfaction with the present method of instruction. Item 77 was qualified by home schoolers more often than any other statement. While these comments should be considered in their bearing upon this item, it is possible that a social stigma attached to home schooling affected this response tendency in the home schoolers as an outgrowth of reflected appraisal.

PHSCS global scale

The mean raw score for the global scale of the PHSCS was 66.72 for the overall sample. The standard deviation was 9.75. Self-concept scores ranged from 29 to 79. One-half of the respondent scores were at or above the 91st percentile. Only 10.3 percent of the respondents

scored below the 50th percentile (see Table 13). The mean T-score was 62.60 with a standard deviation of 9.34.

Although sample response on all scales of the PHSCS tended quite strongly toward higher levels of self-concept when compared to the norms, the "Popularity" subscale appeared to reflect this tendency less emphatically. The "Popularity" subscale included statements such as item 49, "My classmates in school think I have good ideas," and item 77, "I am different from other people," which were qualified at times by the home-schooling respondents while tabulated toward lower levels of self-concept. This may account, in part, for the weakened tendency evidenced by this subscale in the findings.

TABLE 13
PERCENTAGE OF SAMPLE RESPONSE AT NORMED
QUARTILES ON THE PHSCS

Scale	Q1	Q2	Q3	Q4
Global	3.6	6.7	12.0	77.7
Behavioral	3.1	6.3	16.0	75.6
Intellectual	4.9	13.4	21.9	59.3
Physical	4.5	17.4	21.9	56.2
Anxiety	5.8	8.9	15.2	70.1
Popularity	12.0	17.3	36.6	34.4
Happiness	8.5	4.0	27.7	59.8

Note: Numbers may not add to 100 percent due to rounding.

PHSCS subscales

There are six subscales on the PHSCS. These have

been described as the "Behavior," "Intellectual and School Status," "Physical Appearance and Attributes," "Anxiety," "Popularity," and "Happiness and Satisfaction" subscales.

The mean raw score for the "Behavior" subscale was 14.81 with a standard deviation of 1.93. One-half of the respondents were at or above the 81st percentile. Only 9.4 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 59.90 with a standard deviation of 7.56.

The mean raw score for the "Intellectual and School Status" subscale was 14.46 with a standard deviation of 2.61. One-half of the respondents were at or above the 81st percentile. Only 18.3 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 58.80 with a standard deviation of 8.92.

The mean raw score for the "Physical Appearance and Attributes" subscale was 10.29 with a standard deviation of 2.42. One-half of the respondents were at or above the 84th percentile. Only 21.9 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 57.96 with a standard deviation of 8.86.

The mean raw score for the "Anxiety" subscale was 11.91 with a standard deviation of 2.51. One-half of the respondents were at or above the 90th percentile. Only

14.9 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 59.98 with a standard deviation of 9.04.

The mean raw score for the "Popularity" subscale was 9.26 with a standard deviation of 2.30. One-half of the respondents were at or above the 69th percentile. Only 29.3 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 53.85 with a standard deviation of 9.37.

The mean raw score for the "Happiness and Satisfaction" subscale was 9.16 with a standard deviation of 1.40. One-half of the respondents were at or above the 90th percentile. Only 12.5 percent of the respondents scored below the 50th percentile (see Table 13). The mean T-score was 58.16 with a standard deviation of 7.46.

Specialized sample groups

Two specialized subgroups were extracted from the sample. The first group included all respondents who had attended a home school for two or more years. There were 155 individuals who qualified for this subgroup. The mean raw score on the global scale of the PHSCS was 67.61 with a standard deviation of 9.12. One-half of the respondents were at or above the 93rd percentile (see Table 14). The mean T-score was 63.43 with a standard deviation of 8.97.

TABLE 14

PERCENTAGE OF RESPONDENTS ATTENDING HOME SCHOOLS
FOR TWO OR MORE YEARS AT NORMED QUANTILES ON
THE GLOBAL PHSCS SCALE

Quartile	Sample %	Quartile	Sample %
1	2.6	3	10.3
2	5.8	4	81.3

Note: Numbers may not add to 100 percent due to rounding.

The second group included all respondents who had never attended a conventional school. There were 39 individuals who qualified for this subgroup. The mean raw score on the global scale of the PHSCS was 68.46 with a standard deviation of 6.87. One-half of the respondents were at or above the 93rd percentile (see Table 15). The mean T-score was 63.69 with a standard deviation of 7.06.

TABLE 15

PERCENTAGE OF RESPONDENTS WHO NEVER ATTENDED A
CONVENTIONAL SCHOOL AT NORMED QUANTILES ON
THE GLOBAL PHSCS SCALE

Quartile	Sample %	Quartile	Sample %
1	0.0	3	10.3
2	7.7	4	82.0

Note: Numbers may not add to 100 percent due to rounding.

Tests of Hypotheses

The research hypotheses utilized in this study were of two categories--those which involved the norms and

those which were confined to the home-schooling sample. The null hypotheses were statistically examined utilizing t-tests and multiple linear regression.

Hypotheses Involving Norms

Hypotheses 1-3 involved PHSCS normative data. The hypotheses were tested at the .05 level of significance.

Hypothesis 1

The first null hypothesis stated: There is no significant difference between the self-concept of those children who are in home schools and the norms of self-concept in the conventionally schooled population in terms of both the global measure and the six subscales of the PHSCS.

The sample mean was 14.93 raw points above the normative mean of 51.84 with a standard deviation of 13.87. The t-value for the global measure was 18.86. At a sample size of 224, a critical t-value of 3.29 was needed for significance at the .001 level. Significance for the global value was therefore established beyond the .001 probability level. The t-values for the six subscales were also beyond the .001 level of significance (See Table 16).

TABLE 16

GLOBAL AND SUBSCALE T-VALUES, RAW SAMPLE MEANS, RAW
NORMATIVE MEANS, AND NORMATIVE STANDARD DEVIATIONS
FOR THE TOTAL HOME-SCHOOLING SAMPLE

Scale	t-Value	Sample Mean	Norm Mean	Norm S.D.
Global	18.36*	66.72	51.84	13.87
Subscale 1	14.82*	14.81	11.44	3.22
Subscale 2	13.17*	14.46	11.62	3.57
Subscale 3	11.91*	10.29	8.34	3.05
Subscale 4	14.94*	11.91	9.54	3.11
Subscale 5	5.76*	9.26	8.27	2.70
Subscale 6	12.23*	9.16	8.05	2.04

* Significant at the .001 probability level.

The null hypothesis was therefore rejected and research hypothesis 1 was supported which stated that there is a significant difference between the self-concept of those children who are in home schools and the norms of self-concept in the conventionally schooled population in terms of both the global measure and the six subscales of the PHSCS.

It would appear that the self-concept of home-schooling children is consistently higher than the normative data for all dimensions of self-concept as measured by the PHSCS. This finding tends to support the perceptions of home-schooling parents who most frequently mentioned a positive self-concept as a benefit of the home school (Kink, 1983).

Insofar as self-concept is a reflector of socialization (August et al., 1975; Combs, 1968; Coopersmith,

1967; Fromm, 1941; Guardo, 1969; Kahn, 1982; Moore, 1985a; Nezer, 1983; Rosenberg, 1965), the findings of this study would suggest that few home-schooling children are socially deprived. This position concurs with the tentative conclusions of Williams et al. (1984) and the perception of many home-schooling parents who have declared that socialization is not a problem (Kink, 1983).

Speculation as to the cause of such a significantly elevated level of self-concept in home-schooling children could lead to many considerations. A review of the literature pertinent to self-concept suggested certain possible causal factors related to the home-schooling situation.

Higher achievement and mastery levels have been found to significantly parallel self-concept (Cantrell, 1979; Clements et al., 1978; Gay, 1966; Kugle, 1980; Savicky, 1980; Wylie, 1974b). Earl (1971) and Anderson (1983) noted that independent study characteristics tended to predict higher levels of self-concept. Certain studies (Girona, 1972; Mason, 1975) have indicated that a one-on-one tutoring situation results in elevating self-concept to a significant degree.

High levels of parental interest, affection, and communication have been shown to significantly influence self-concept in a positive manner (Flora, 1975; Gienapp, 1980; Gordon, 1972; Purkey, 1970; Shoshani, 1975; Taub,

1972; Wearda, 1982). Bronfenbrenner (1976) reported that peer dependence resulted in a loss of self-worth while independence predicted higher levels of self-concept. Other factors, perhaps present in the home-school situation, which have been shown to enhance self-concept are perceptions of competence, a sense of responsibility, and a lowered anxiety level (Baron et al., 1971; Bladsoe, 1967; Reed, 1973).

Hypothesis 2

The second null hypothesis stated: There is no significant difference between the self-concept of those children who have been home schooled for two or more years and the norms of self-concept in the conventionally schooled population.

The sample mean was 15.77 raw points above the normative mean of 51.84 with a standard deviation of 13.87. The global self-concept t-value for this subgroup was 16.72. At a sample size of 155 for this subgroup, a critical t-value of 3.37 was needed for significance at the .001 level. Significance was established beyond the .001 probability level (see Table 17).

The null hypothesis was consequently rejected and research hypothesis 2 was supported which stated that there is a significant difference between the self-concept of those children who have been home schooled for two or

more years and the norms of self-concept in the conventionally schooled population.

TABLE 17

GLOBAL AND SUBSCALE T-VALUES, RAW SAMPLE MEANS, RAW
NORMATIVE MEANS, AND NORMATIVE STANDARD DEVIATIONS
FOR CHILDREN IN THE SAMPLE WHO HAD BEEN HOME
SCHOOLED FOR TWO OR MORE YEARS

Scale	t-Value	Sample Mean	Norm Mean	S.D.
Global	16.72*	67.61	51.84	13.87

* Significant at the .001 probability level.

While these findings do not indicate that the self-concept of those who were home schooled for two years or more is significantly higher than the self-concept of those home schooled for less than two years (see findings under Hypothesis 8), it might be noted that the sample mean for this subgroup was nearly one raw point higher than the global mean for the overall sample. It should also be considered that the years-of-home-schooling variable becomes a significant predictor in the presence of certain demographic variables which, with it, make up the best predictive model for self-concept in this sample (see findings under Hypothesis 16).

Hypothesis 3

The third null hypothesis stated: There is no

significant difference between the self-concept of home-schooling children who have never attended a conventional school and the norms of self-concept in the conventionally schooled population.

The sample mean was 16.62 raw points above the normative mean of 51.84 with a standard deviation of 13.87. The global self-concept t-value for this subgroup was 8.55. At a sample size of 39 for this subgroup, a critical t-value of 3.64 was needed for significance at the .001 level. Significance was therefore established beyond the .001 probability level (see Table 18).

The null hypothesis was rejected and research hypothesis 3 was supported which stated that there is a significant difference between the self-concept of home-schooling children who have never attended a conventional school and the norms of self-concept in the conventionally schooled population.

TABLE 18

GLOBAL AND SUBSCALE T-VALUES, RAW SAMPLE MEANS, RAW
NORMATIVE MEANS, AND NORMATIVE STANDARD DEVIATIONS
FOR CHILDREN IN THE SAMPLE WHO HAD NEVER ATTENDED
A CONVENTIONAL SCHOOL

Scale	t-Value	Sample Mean	Norm Mean	S.D.
Global	8.55*	68.46	51.84	13.87

* Significant at the .001 probability level.

While these findings do not indicate that the

self-concept of those who never attended a conventional school is significantly higher than those who did (see findings under Hypothesis 11), it might be noted that the sample mean for the subgroup was 1.74 raw points higher than the global mean for the overall sample. This variable, however, did not enter the best predictive model (see findings under Hypothesis 16) due, perhaps, to a correlation of .4115 with the number of years of home schooling completed.

Hypotheses Confined to Home Schoolers

Hypotheses 4-16 dealt exclusively with relationships within the home-schooling sample. In all cases, the hypotheses were tested at the .05 level of significance.

Hypothesis 4

The fourth null hypothesis stated: There is no significant relationship between the age of home-schooling children and their self-concept.

In the correlation of age and self-concept, a Pearson r of $-.1817$ was obtained. This coefficient was significant at the .01 probability level.

The null hypothesis was hence rejected and research hypothesis 4 was supported which stated that there is a significant relationship between the age of home-schooling children and their self-concept. The relationship was inverse.

This finding disagrees with studies (Ketcham & Snyder, 1977; Passmore, 1970; Woodard, 1984; see also Wylie, 1974b) which reported no significant relationship between self-concept and age and those (Combs, 1970; Stephenson, 1984) which found a positive relationship.

Hypothesis 5

The fifth null hypothesis stated: There is no significant relationship between the grade-equivalence of home-schooling children and their self-concept.

In the correlation of grade and self-concept, a Pearson r of $-.1929$ was obtained. This coefficient was significant at the $.01$ probability level.

The null hypothesis was hence rejected and research hypothesis 5 was supported which stated that there is a significant relationship between the grade-equivalence of home-schooling children and their self-concept. The relationship was inverse.

This finding opposes research (Anderson, 1983; Bledsoe, 1967; Henderson, 1974; Roberts, 1971) which indicated no significant relationship between grade level and self-concept. It also conflicts with findings which indicated a rising level of self-concept after the fourth and fifth grades (Felker, 1972; Gerken et al., 1980; Savicky, 1980; West, 1976).

It should be noted that the negative relationship was probably not due to an increase in the years of home

schooling as this latter variable was shown to have no significant effect upon self-concept in isolation and exhibited a significantly positive effect when combined with other demographic variables in the best predictive model. It is possible that the inverse relationships on the part of both age and grade-equivalence with regard to self-concept could be due to an increase in the probability of a longer time period in the conventional school, although previous experience in a conventional school did not emerge as a significant predictor of a home schooler's self-concept.

Hypothesis 6

The sixth null hypothesis stated: There is no significant difference in the self-concept of male and female home-schooling children.

In the correlation of gender and self-concept, a Pearson r of .0117 was obtained. This coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of gender upon self-concept in this sample.

The finding concurs with the majority of research studies which investigated the relationship of gender and self-concept and reported no significant difference.

Hypothesis 7

The seventh null hypothesis stated: There is no significant relationship between the number of siblings of home-schooling children and their self-concept.

In the correlation of siblings and self-concept, a Pearson r of $-.0036$ was obtained. This coefficient was not significant at the $.05$ probability level.

The null hypothesis was retained. No support was found for an isolated effect of number of siblings upon self-concept in this sample.

Apparently, the number of siblings with which a home-schooling child interacts has no great effect upon his self-concept and consequently upon his degree of socialization as reflected by self-concept. Perhaps there are other more influential avenues by which the self-worth of a child is determined.

Hypothesis 8

The eighth null hypothesis stated: There is no significant relationship between the number of years of which children have been home-schooled and their self-concept.

In the correlation of years of home schooling and self-concept, a Pearson r of $.0886$ was obtained. This coefficient was not significant at the $.05$ probability level.

The null hypothesis was retained. No support was

found for an isolated effect of the number of years of home schooling upon self-concept in this sample.

It should be noted, however, that this variable became a significant predictor of self-concept when in the presence of certain other demographic variables (see findings under Hypothesis 16). In isolation, nevertheless, it does not appear that self-concept rises as the number of years of home schooling increase. Once the condition of home schooling has been established, self-concept appears to be stable.

Hypothesis 9

The ninth null hypothesis stated: There is no significant relationship between the socioeconomic status of home-schooling children and their self-concept.

In the correlation of socioeconomic status and self-concept, a Pearson r of .1552 was obtained. This coefficient was significant at the .05 probability level.

The null hypothesis was thus rejected and research hypothesis 9 was supported which stated that there is a significant relationship between the socioeconomic status of home-schooling children and their self-concept. The relationship was of a positive nature.

This finding upholds studies (Oigbokie, 1983; Richman et al., 1984) which reported a parallel relationship between socioeconomic status and self-concept. The finding, however, conflicts with the

majority of research studies which found either an inverse or a non-significant relationship. It also fails to lend support to Wylie's (1974b) conclusion, after an extensive review of self-concept literature, that claims of a positive correlation were largely unsupported by research.

Hypothesis 10

The 10th null hypothesis stated: There is no significant difference in the self-concept of home-schooling children who live in a primarily rural area and those who live in a principally urban area.

In the correlation of locale and self-concept, a Pearson r of $-.0115$ was obtained. This coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of locale upon self-concept in this sample. This finding agreed with a study conducted by Gefteas (1982) which found no difference in the self-concept of suburban and inner city subjects.

Hypothesis 11

The 11th null hypothesis stated: There is no significant difference in the self-concept of home-schooling children who have attended a conventional school and those who have not.

In the correlation of conventional schooling and self-concept, a Pearson r of $.0820$ was obtained. This

coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of prior attendance at a conventional school upon self-concept in this study.

The impact of a present home-schooling situation apparently overshadows any previous experience in a conventional school. It might be noted, nevertheless, that the sample mean for the subgroup who had been home schooled for two or more years was 1.74 raw points higher than the global mean for the overall sample (see findings under Hypothesis 3).

Hypothesis 12

The 12th null hypothesis stated: There is no significant relationship between the total number of home-schooling children in a family and the self-concept.

In the correlation of the number of home-schooling children and self-concept, a Pearson r of .1513 was obtained. This coefficient was significant at the .05 probability level.

The null hypothesis was consequently rejected and research hypothesis 12 was supported which stated that there is a significant relationship between the total number of home-schooling children in a family and the self-concept. The relationship was positive.

It would appear that while the number of siblings

does not significantly impact upon self-concept, the number of home-schooling children is a significant factor within the limits examined by this study. This seems to be the case despite a .5140 correlation between these two independent variables. It should be emphasized, however, that while the number-of-siblings variable is primarily home-related, the number-of-home-schooling-children variable is principally school-related. Consequently, while the variables are quite highly correlated, they address separate issues. Furthermore, there could be a point of diminishing return above the limits examined by this study as a significant difference in self-concept was indicated which favored home-schooled children over those conventionally schooled.

Hypothesis 13

The 13th null hypothesis stated: There is no significant relationship between the self-concept of home-schooling children and the age when they began formal instruction.

In the correlation of beginning school age and self-concept, a Pearson r of .1151 was obtained. This coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of age at which a child began formal instruction upon self-concept in this sample.

It should be noted that while it did not significantly predict self-concept in isolation at the .05 probability level, the age at which a child began formal instruction became a significant predictor when combined with certain demographic variables in the best predictive model (see findings under Hypothesis 16). This observation lends support to a finding in a study by O'Rourke (1984) which indicated a significant positive relationship between first-grade entrance age and self-concept.

Hypothesis 14

The 14th null hypothesis stated: There is no significant relationship between the educational level of home-school operators and the self-concept of their home-schooling students.

In the correlation of operator education and self-concept, a Pearson r of $-.0118$ was obtained. This coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of home-school operator educational level upon self-concept in this sample. Although home-school operator educational level in this sample was considerably higher than that of the overall population over 25 years of age in the United States, it

apparently is not a crucial factor in the level of self-concept in the home-schooled child.

Hypothesis 15

The 15th null hypothesis stated: There is no significant relationship between residence in a given geographical region and the self-concept of home-schooling children.

In the correlation of geographical region and self-concept, a multiple correlation of .1599 was obtained. With three degrees of freedom, this coefficient was not significant at the .05 probability level.

The null hypothesis was retained. No support was found for an isolated effect of geographical region upon self-concept in this sample. Although slight differences were noted when comparing the geographical distribution of the home-schooling sample to that of the general population in the United States, these discrepancies do not apparently alter the self-concept findings in a significant way.

Hypothesis 16

The 16th null hypothesis stated: There is no combination of the demographic variables utilized in this study that significantly predicts self-concept in home-schooling children.

In a regression analysis, the combination of all the demographic variables in the study yielded an F ratio of 2.62, predicting self-concept beyond the .005 probability level. These variables accounted for nearly 14 percent of the variance.

The null hypothesis was therefore rejected and research hypothesis 16 was supported which stated that there is a combination of the demographic variables utilized in this study that significantly predicts self-concept in home-schooling children.

Stepwise, best subsets, and backward methods were utilized to statistically determine the best predictive model. The backward method used an F to enter of 2.0, while the best subsets method utilized the lowest Mallow's Cp. All methods yielded the same best predictive model, indicating that the model was fairly stable for this set of data.

The best predictive model accounted for over 12 percent of the variance in self-concept. An F of 6.18 was obtained which was significant beyond the .001 probability level. The five variables which made up this model were grade-equivalence, years of home schooling, socioeconomic status, number of home-schooling children in the family, and beginning school age.

High self-concept in the model was related to lower grade-equivalence, higher years of home schooling, higher socioeconomic status, higher number of home-schooling children in the family, and higher beginning school age. The largest contributor to the variance was grade-equivalence (see Table 19). As the sum of the contributions to the r-squared closely approximates the variance accounted for by the model as a whole, it may be noted that there was very little overlap of variance among the predictors in the model.

TABLE 19
CONTRIBUTION TO R-SQUARED BY COMPONENTS OF THE
BEST PREDICTIVE MODEL

Variable	Contribution to R-Squared
Grade-equivalence	.052
Years of home schooling	.021
Socioeconomic status	.023
Number of home-schooling children	.032
Beginning school age	.010

It should be noted that age of the home-schooling child, although a significant predictor when considered in isolation, did not enter the best predictive model as the correlation of age and grade-equivalence yielded a Pearson r of .9462. It is also of interest that while years of

home schooling and beginning school age were not significant predictors of self-concept when considered in isolation (see findings under Hypotheses 8 and 13), these emerged as significant predictors when considered as a part of the best predictive model.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The home-schooling movement has risen to the notice of parents, educators, judicial systems, and legislative assemblies. This nationwide educational phenomenon appears to be in an upward trend. The resurgence of interest is evidenced, for example, by the proliferation of home-school support organizations and a dramatic increase in home-school litigation. Home schooling has become both a national and international concern and, as such, deserves more than casual attention.

Legitimate questions have been raised regarding the viability of home schooling and its impact upon children and society. While praised for its flexibility and individualization, the home school has also been criticized as narrow, impractical, and potentially deleterious to the child's social development. A specific allegation, mentioned by critics of the home-schooling movement, is that home-schooled children suffer adversely from social deprivation which, in turn, negatively impacts upon their self-concept. Home-school advocates, on the

other hand, contend that the development of intimate relationships with teacher/parents, the opportunity for intellectual exploration and individualized learning, and the demise of negative peer pressure enhance the child's self-image and encourage superior academic achievement.

In view of the dramatic renaissance of the home-schooling movement and the confrontations which are multiplying in educational, legislative, and judicial circles, it is ironic that there is a serious lack of research which deals directly with the home school. Until objective research is conducted, educators and public authorities may continue to rely upon hearsay or intuition. Perhaps the fact that laws regarding home instruction vary considerably from state to state, and that various courts have at times taken opposing views, underscores the need for additional evidence upon which to base decisions regarding the home-schooling movement.

Nature of the Study

This study sought, therefore, to address an aspect of the most frequently raised issue regarding home schooling: Are home-schooled children socially deprived? A vital reflector of a child's socialization is to be found in his self-concept.

Educational theory, experience, and related research suggest that the self-concept of home-schooled children may be different than that of children who are

conventionally schooled. Due to a lack of empirical data, however, which directly addressed the issue, the specific effect of home schooling upon the self-concept of children was largely unknown.

In specific, this study endeavored to analyze the relationship which exists between home schooling and the self-concept of children in grades four through twelve. Self-concept relationships were also evaluated in the context of various demographic factors.

Relevant Literature

The review of literature yielded relatively few studies which had empirically explored the home-schooling phenomenon. These, however, indicated that moral, social, and philosophical considerations were important motives in a home-schooling rationale. Home-schooling families were generally found to be middle-class, well-educated, and independent. The home-school program was characterized by a moderately flexible schedule, a largely traditional curriculum, and high-achieving students. Although certain court decisions have been unfavorable, many have supported the right of parents to home school their children.

Removed from the home-schooling context, studies regarding the self-concept were prolifically represented in the literature. No consistent pattern could be found between self-concept and gender, ethnic grouping, socioeconomic status, or time-related factors. Certain

significant others, particularly parents and peers, appeared to strongly influence the self-concept of a child, however. While intelligence did not seem to correlate significantly with self-concept, the relationship of achievement and self-concept emerged as much more secure. Certain instructional methods, such as independent study and individualized instruction, appeared at times to parallel a positive degree of self-concept in the learner. Similarly, assertive, independent personality types apparently stood in a positive relationship to self-concept.

Research Design

The inquiry was largely of an empirical nature and ex post facto. The central issue was defined in the question: Is there any significant difference between the self-concept of those individuals who are being home schooled and those who are not? The study consequently assumed a comparative stance. Inquiry techniques were parametric and inferential.

The investigation examined home-schooling children in grades four through twelve, utilizing the Piers-Harris Children's Self-Concept Scale (PHSCS) and a demographic form. The randomized sample was drawn from the mailing lists of the two largest national home-schooling agencies--Hewitt Research Foundation and Holt

Associates, Inc.--with a combined total of approximately 45,000 addresses.

The resulting data were statistically analyzed utilizing data description procedures, t-tests, and multiple linear regression. Null hypotheses were tested at the .05 level of significance.

Research Findings

There were 224 qualified participants in the study. These respondents, by and large, seemed to clearly understand the PHSCS and the demographic form. A few individuals qualified certain items on both the self-concept scale and the demographic form.

Demographic factors

Demographic variables yielded descriptive statistics of the home-schooling sample. The average age of the sample was 11.60 years and the average grade-equivalent was 6.20. As both age and grade-level increased, the percentage of the home-schooling sample at that level tended to decrease. It should be noted that the sample included only current home-schooling children in grade-equivalents four through twelve. An approximately equal distribution in terms of gender was indicated.

The mean number of siblings for the responding child was 2.69, which was considerably higher than that of

the average United States family. Only 6.7 percent of the home-schooling families had but a single child. On the average, a home-schooling child had completed 2.66 years of home school, with approximately one tenth of the sample in their first year.

The most frequently selected earnings category for home-schooling families was \$30,000 or greater. When compared to the entire United States population, the incomes reported by home-schooling families seem to be considerably higher. Nearly half of the respondents indicated that they resided in a predominantly rural area, thus tending to be more rural than the general United States population.

In the home-schooling sample, 82.6 percent of the children had previously attended a conventional school. The average number of currently home-schooling children in the family was 2.46, with over 80 percent of the families having more than one child in the home school. Home-schooling children commenced formalized instruction at a mean age of 5.45. When compared to national statistics, the home-schooling children appear to commence school at a somewhat later age.

On the average, home-school operators had completed 14.33 years of education. Approximately 40 percent had completed the equivalent to a baccalaureate degree, while nearly 20 percent had obtained the

equivalent of some graduate training. National statistics seem to indicate that the level of education attained by home-school operators is considerably higher than that of the overall population. The sample was distributed quite evenly throughout the four geographical regions of the United States.

Self-concept factors

For the overall sample, the mean raw score for the PHSCS global scale was 66.72 with a standard deviation of 9.75. One half of the respondents scored at or above the ninety-first percentile. Only 10.3 percent scored below the fiftieth percentile. On all six subscales of the PHSCS, 70 percent or more of the respondents scored above the fiftieth percentile.

Two specialized sample groups were considered. The first group was composed of individuals who had attended home school for two or more years. These provided a mean raw score of 67.61 on the global scale of the PHSCS. The second group was made up of those respondents who had never attended a conventional school. This group yielded a mean raw score of 68.46 for the global scale.

Tests of hypotheses

Significant differences were found beyond the .001 probability level between the self-concept of the

home-schooling sample and the self-concept norms for both the global scale and all six subscales of the PHSCS. Null hypothesis 1 was rejected.

Significant differences were found beyond the .001 probability level for both specialized sample groups when compared to the norms on the global scale. The raw subgroup means were somewhat higher than the raw mean of the entire sample. Null hypotheses 2 and 3 were rejected.

Significant negative relationships were found between the age and grade-equivalence of home-schooling children and their self-concept at the .01 probability level. Null hypotheses 4 and 5 were rejected.

No significant relationships were found between isolated variables of gender, number of siblings, and number of years of home schooling with the self-concept of home-schooling children. Null hypotheses 6, 7, and 8 were retained.

A significant positive relationship was found at the .05 probability level between socioeconomic status and self-concept. Null hypothesis 9 was rejected.

No significant relationships were found between the isolated variables of locale of residence and attendance at a conventional school with the self-concept of the home-schooling children. Null hypotheses 10 and 11 were retained.

A significant relationship was found at the .05

probability level between the total number of home-schooling children in a family and self-concept. Null hypothesis 12 was rejected.

No significant relationships were found at the .05 probability level between the isolated variables of age at which formal instruction commenced, educational level of home-school operators, and geographical region with self-concept in the home-schooling children. Null hypotheses 13, 14, and 15 were retained.

The combination of all demographic variables significantly predicted nearly 14 percent of the variance in the self-concept of home-schooling children beyond the .005 probability level. Null hypothesis 16 was rejected. The best predictive model accounted for over 12 percent of the self-concept variance and attained significance beyond the .001 probability level. High self-concept in the model was related to five significant predictors--lower grade-equivalence, higher years of home schooling, higher socioeconomic status, higher number of home-schooling children in the family, and higher beginning school age.

Conclusions

Major conclusions drawn from this study are directly related to the self-concept of home-schooling children. These conclusions include the following:

1. The self-concept of the home-schooling children was significantly higher ($p < .001$) than that of

the conventionally schooled population on the global scale and all six subscales of the PHSCS. This condition may be due to higher achievement and mastery levels, independent study characteristics, or one-on-one tutoring situations in the home-school environment. It could also be due, perhaps, to higher levels of parental interest and communication, peer independence, a sense of responsibility, and lowered anxiety levels.

2. Insofar as self-concept is a reflector of socialization, it would appear that few home-schooling children are socially deprived. Critics of the home school should not urge self-concept and socialization rationales. These factors apparently favor home schoolers over the conventionally schooled population.

3. The self-concept of the home-schooling children decreases significantly ($p < .01$) as age and grade level rise. This, however, is not likely due to increasing number of years of home schooling, as this factor had a significantly positive effect ($p < .001$) when a part of the best predictive model for self-concept. It could be due to a higher age and grade level at that time when a child entered the home-schooling environment from that of the conventional school.

4. The factors of gender, number of siblings, locale of residence, prior conventional schooling, educational level of home-school operators, and

geographical region were not significantly related to the self-concept of home-schooling children neither when considered in isolation nor as a part of the best predictive model of self-concept.

5. While not significantly related to self-concept when in isolation, the factors of the number of years of home schooling and the beginning school age did become, when in the presence of certain other demographic variables, significant predictors ($p < .001$) in the best predictive model of self-concept in home-schooling children.

6. Higher socioeconomic status is significantly related ($p < .05$) to a more positive level of self-concept in home schoolers.

7. An increase in the total number of home-schooling children in a family, within the limits examined by this study, predicts a significant increase ($p < .05$) in the self-concept level. There could be a point of diminishing return above the limits examined by this study as a significant difference in self-concept was indicated which favored home-schooled children over those conventionally schooled.

8. The best predictive model of self-concept in home-schooling children ($p < .001$) is related to lower grade-equivalence, higher years of home schooling, higher socioeconomic status, higher number of home-schooling

children in the family, and higher beginning school age. The model is statistically stable and accounts for over 12 percent of the variance in the self-concept.

Related conclusions which may be of lesser significance include the following:

1. Regarding nearly all items on the PHSCS, the home-schooling sample scored more favorably than the conventionally schooled normative participants. A higher percentage of home schoolers, however, perceive themselves as different, slower in finishing schoolwork, preferring to work alone, and having fewer friends than the normative population.

2. The study, by and large, was positively perceived by the respondents. The home-schooling families did not seem exceptionally reticent to identify themselves. On the whole, the participants seemed to clearly understand the PHSCS and the demographic form. A few individuals, however, qualified certain items, particularly school-related statements on the PHSCS.

3. The population of home schoolers appears to be concentrated towards lower grade levels. The percentage of the home-schooling children generally decreases as age and grade-equivalence rise.

4. There is an approximately balanced distribution of home schoolers in terms of gender and geographical region.

5. It appears that home-schooling families frequently have more children than the national average and that the great majority of home-schooling children have association with other children at least within their own families.

6. Very few of the children in grade-equivalents four through twelve are in their first year of home schooling. This may indicate that the influx of children from the conventional school system occurs prior to this grade range.

7. The socioeconomic status of home-schooling families seems to be considerably higher than that of the overall national population.

8. Home-schooling families tend to be more rural in locale of residence than the general United States population.

9. The great majority of home-schoolers in grade-equivalents four through twelve have previously attended a conventional school. This fact, however, does not appear to significantly impact upon their self-concept once the home-schooling process and environment have been initiated.

10. Most home-schooling families have more than a single child in the home school. This situation seems to favor a positive self-concept.

11. When compared to national statistics, it

appears that home-schooling children tend to commence formalized instruction at a later age.

12. United States statistics and results from this study apparently indicate that the educational level attained by home-school operators is considerably higher than that of the general population.

Recommendations

1. A self-concept scale should be developed and validated which is better fitted to the entire home-schooling population than the PHSCS. It should encompass grade-equivalents one through twelve and might explore such dimensions as social relationships with individuals differing more widely in age, while avoiding classroom-type incidents.

2. A longitudinal study should be conducted which traces the self-concept of home schooling children both before and subsequent to their re-entry into a conventional school system.

3. Studies should examine the home-school environment for potential causal factors which could lead to the elevated level of self-concept in home-schooling children.

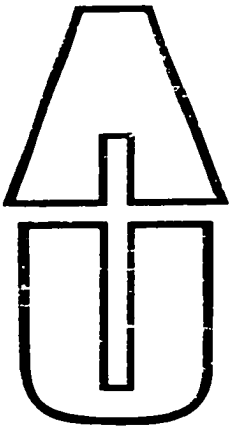
4. A similarly randomized study should be conducted regarding the achievement levels of home-schooling children. As a strong relationship between achievement and self-concept is evidenced in the

literature, it is possible that the elevated self-concept levels indicated in this study may parallel high levels of academic achievement.

5. Conventional and home schools should seek to cooperate with each other so as to maximize the contributions of each.

APPENDICES

APPENDIX A
CORRESPONDENCE WITH RESEARCHERS



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Dr. Brian Ray
Department of Science Education
Oregon State University
Corvallis, OR 97331

October 27, 1985

Dear Dr. Ray,

Recently I received a letter from Donna Richoux of Holt Associates recommending that I might wish to get in touch with you, as you have developed a network of home-school researchers. I thought this an excellent idea as that is precisely where my interests lie in terms of formal research.

Currently, I am engaged in developing a study which will endeavor to answer an aspect of the question, "Are home-schooled children socially deprived?" This socialization rationale has been employed in a number of the court cases relating to home-schooling parents and their children. Namely, the study will seek to determine the relationship between home-schooling and the child's self-concept. It will utilize the Piers-Harris Self-Concept Scale which will be administered to a random sample of approximately 400 children who are currently attending home school. Personally, I believe that a number of significant findings may be realized.

There are a number of areas, however, wherein I would appreciate your advice. First of all, after a fairly exhaustive computer search of the literature, I have been able to locate a mere handful of serious studies which pertain directly to home schooling in any shape or form. Are you, perhaps, aware of studies which I may have overlooked or which may be in progress?

Secondly, the validity of the results will depend largely upon a representative sample. This requires an ample database from which to draw. Do you have any suggestions of avenues through which it might be possible to access home-schooling children?

Parallel to this, I perceive that one of the major hurdles will be to achieve a statistically significant number of respondents from the sample. Home-schooling parents may at times be somewhat hesitant to participate in a study which in some way might identify them (although strict confidentiality would, of course, be assured). Have you discovered certain approaches which might appear to be more effective than others?

Finally, a rather pragmatic question: Do you know of avenues of research funding which might be interested in a home-schooling study?

Before I send this letter on its way, perhaps I should share with you why I am interested in home schooling. If for no other reason, I am largely a product of a home school myself. It was not until I began my college program that I entered "formal" schooling.

Well, I must close. Looking forward to hearing from you soon,

John Wesley Taylor V

November 4, 1985

Dear John,

Thank you for your recent letter concerning Home Centered Learning (HCL). I will try to assist you. But first, let me tell you that I am so glad that you are tackling the problem of socialization and self-concept. You have struck upon, perhaps, the present key issue concerning HCL. I hope that you stick with it.

Second, you are correct that there is "a mere handful of serious studies" concerning home schooling. One thing you can do is order a 176-entry, annotated bibliography regarding HCL that I edited (\$4.00). This is one project that grew out of the HOME SCHOOL RESEARCHER publication that I edit. Please see the enclosed letter about it. Please realize that I am not getting rich off this endeavor; I'm basically just covering my costs with the fees I charge. Three issues of the HSR have been put so far and I am getting very favorable feedback from the researchers and others nationwide (and in Canada) that subscribe to it. In the HOME SCHOOL RESEARCHER, I continually publish reviews of recent articles and studies related to HCL. I hope that you become a participant and share with us your expertise and research. Another thing that you can do is write to: Hewitt Research Foundation, PO Box 7, Washougal, Washington, and ask for a list of research that they have concerning HCL.

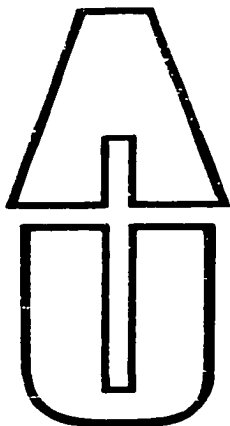
Third, it is difficult to access home schooling children. One good way is to find a home schooling group, cooperative, etc. in your area and ask to attend their next meeting. Befriend the people and then share with them your plans. They may tell you of other groups, and so on.

Fourth, continue to assume confidentiality to home schoolers, and keep this promise. If your hypothesis is that home schooled children will prove well socialized with high self-concept, explain this to home schooling parents. You can show them that good, strong research in the field of HCL may very well improve home schooling in the U.S.

Fifth, regarding research funding related to HCL, sorry, the answer is: "I don't know where to get it." I hope to find some one day.

Happy November.

Brian Ray
Brian Ray



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Brian D. Ray
Science Education Department
Oregon State University
Corvallis, OR 97331

November 8, 1985

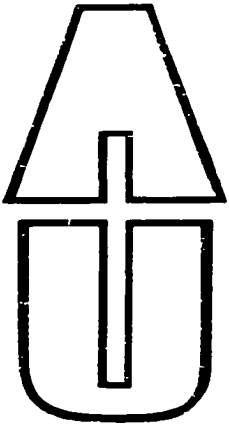
Dear Brian,

It was good to receive your letter. Your comments were very helpful. I would indeed appreciate the annotated bibliography regarding Home-Centered Learning which you have edited. A subscription to the Home-School Researcher would also be of value. I am including an amount to cover the cost of those items.

Best wishes to you in your coursework and research. I hope that we may keep in touch.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Hewitt Research Foundation
P. O. Box 9
Washougal, WA 98671

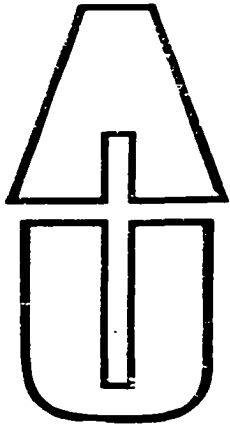
November 8, 1985

To Whom It May Concern:

Brian Ray has suggested that I request from you a list of research concerning home-centered learning. This will be of great value in the research that I am currently undertaking in the area of home schooling. Thank-you very much for your assistance. If any costs are incurred, please let me know.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49103



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Hewitt Research Foundation
P.O. Box 9
Washougal, WA 98671

November 24, 1985

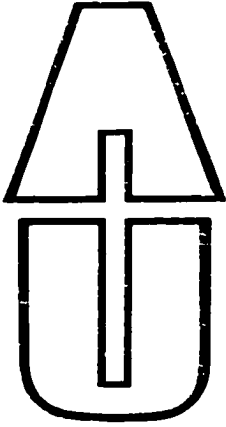
Dear Susan,

Just wanted to thank you for the materials you sent. I found them to be very helpful. Things are going well here at AU, although it is becoming rather cold and folks are beginning to crawl into their igloos.

I was wondering if it would be possible to receive the Hewitt general newsletter. Also, I would like to order the books Home Spun Schools and Better Late Than Early. I am enclosing an amount to cover the costs. If it is insufficient, please let me know.

Best wishes and a special day.

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

[NAME OF RESEARCHER]
[INSTITUTION]
[LOCAL ADDRESS]
[CITY, STATE ZIP]

October 30, 1985

Dear [RESEARCHER],

Recently I received a letter from Dr. Raymond Moore in which he indicated that you might be involved in research dealing with home schools. As I am closely interested in studies which involve home schooling, I decided to contact you and perhaps be of mutual assistance.

Currently, I am engaged in developing a study which will endeavor to answer an aspect of the question, "Are home schooled children socially deprived?" Namely, the study will seek to determine the relationship between home schooling and the child's self-concept. Personally, I believe that a number of significant findings may be realized.

There are a couple of areas, however, wherein I would appreciate your advice. First of all, after a fairly exhaustive search of the literature, I have been able to locate a mere handful of studies which pertain directly to home schooling in any shape or form. Are you, perhaps, aware of studies which I may have overlooked or which may be in progress?

One of the major hurdles in any research study will be to achieve a statistically significant number of respondents from the sample. Home-schooling parents may at times be somewhat hesitant to participate in research studies. Have you discovered certain approaches which might appear to be more effective than others?

Well, I must close. It is good to become acquainted. Looking forward to hearing from you soon.

November 4, 1985

John Wesley Taylor V
Department of Curriculum
and Instruction
School of Education
Andrus University
Berrien Springs, MI
49104

Dear Mr. Taylor,

This is in response to your letter concerning home schools. I recently completed my dissertation titled Case Studies of Four Families Engaged in Home Education. The complete dissertation is available from:
University Microfilms International
300 N. Zeeb Road
Ann Arbor
Michigan 48106

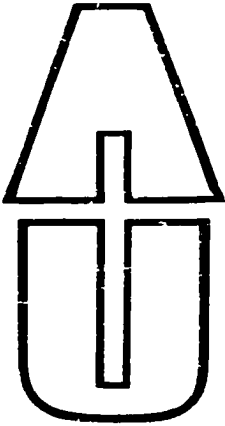
I am sending a copy of the abstract to you in order for you to see the content of my dissertation. Should you be interested in a copy of the summary of the study, it may be obtained from me at your request for the fee of \$5.00.

The families involved in my study were obtained from individual contacts made as I attended home schoolers' support group meetings. Dr. Moore may be a good resource person to learn what support groups are functioning in your area and state. In Indiana there are many local support groups as well as a statewide support group. It was important to let the families know exactly of the nature of my study and to assure them of their anonymity in the study. At times it involved a delicate balance to be a careful researcher and yet retain the cooperation of the families involved. I did have each family sign a release for all information obtained. In the end the families did feel that an accurate picture of their home schools was presented even though at times some of the information was not complimentary.

Good luck with your study. I am convinced there is a need for much more to be discovered about home schooling.

Sincerely,

Beverly Schemmer
Beverly Schemmer, Ed.D.



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Beverly Schemmer, Ed.D.
R.R. 4, Box 95
Union City, IN 47390

November 24, 1935

Dear Beverly Schemmer,

Thank you for your recent letter. It was very helpful and informative. I would indeed appreciate a copy of your summary. I am sure that it will be of value. Enclosed is the amount to cover the cost.

Best wishes.

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

November 8, 1985

Mr. John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, Michigan 49104

Dear John,

It was nice to get your letter, but unfortunately I can't help you much - I contacted Raymond Moore about an article on the home schooling movement that I am writing for Blair & Ketchum's COUNTRY JOURNAL. I am not conducting formal research on home schooling and my Ph.D., which probably misled Dr. Moore, is in cell biology and biochemistry.

HOWEVER, I do have a couple of suggestions. Have you looked into the kids involved in the Alaskan Centralized Correspondence Study program? It's been offered since 1939 to kids too far out in the boonies to get to a public school, and since 1976 to kids with access to a school but, for a variety of reasons, prefer to learn at home. A woman named Sue Greene did a study of CCS students in 1984; I haven't seen it, but it was summarized in John Holt's Growing Without Schooling newsletter #44. Enrollment in the program in 1983 was 1600 students, which sounds like it might have statistical possibilities. In any case, it might be worth your while to track the study down and take a look at it.

On home schooling parents being hesitant to participate in research studies, I think you may be favorably surprised - I ran a (small/MONEY LIMIT) mail survey as part of my article, using names from the Growing Without Schooling Directory. I've had a great response: families not only filled out questionnaires, but sent letters, photographs, newspaper clippings, cassette tapes. Of course, families willing to list themselves in a directory in the first place are almost bound to be enthusiasts, which doubtless biases the sample right there. Had you considered getting a listing of regional home schooling organizations and contacting them? It might get you a little closer to the grassroots.

Best of luck to you and may all your home schoolers have fine self-concepts -

Sincerely,

Becky Rupp

Becky Rupp

November 11, 1985

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

Dear John:

Regarding your letter of October 30, I have sent all of my bibliographic information to Brian Ray at Oregon. He is on Dr. Moore's list as the editor of a home school research newsletter, and he compiled bibliographic information from his subscribers this past summer. Many of the entries are only tangentially related to home education, but you may find something of interest. Few of these references are actually studies - many more are position papers or editorials.

It has been difficult finding parents willing to participate in my study. I have worked as fully as possible with state and local home schooling groups, building relationships and trust before asking them to participate. I have also used the directory of John Holt's newsletter to get names of possible participants. I have found that home schoolers themselves are the best source of references to other home schoolers, but this can yield a rather skewed sample.

I'm not sure if any of this will be of any help. I would be very interested in knowing more of your research model and of your findings.

Is there any particular reason why Andrews University is generating interest about home schooling, with both the Gustavson study and yours coming from there? Given the paucity of information, I'd say that this makes Andrews the very epicenter of home schooling research!

I look forward to hearing from you again as your work progresses.

Sincerely,


Jane Van Galen

Chicagoland Bible Church

P. O. Box 79014, Chicago, Illinois 60608 Phone (312) 421-0932

November 12, 1985

Dear Mr. Taylor,

Thank you so much for your letter. At this point, I personally can only refer you to the studies done by Dr. Raymond Moore in his books Home Grown Kids, and Home Grown Schools, etc. As well as the ministry of Pensacola Christian schools in Pensacola, and the work being done by the Institute of Basic Youth Conflicts in Oak Brook, IL. Below you will find the addresses of the above organizations.

Sincerely

Dwight A. Perry
Senior Pastor of the
Chicagoland Bible Church

Basic Youth Conflicts
Box One
Oak Brook, IL. 60521
312 323-9800

Pensacola Christian College
Pensacola, Florida, 32523

DAP/cdr

Reading Research Center

(And Diagnostic Clinic)

RRC

737 West Clark • Vermillion, South Dakota 57069 • 605-624-3840

"...providing school psychological, diagnostic, educational
and programming services...professional workshops for
better education for South Dakotans."

Director: Paul L. Thompson
School Psychologist

John Wesley Taylor V
Dept. of Curriculum and Instruction
School Of Education
Andrews University
Berrien Springs, MI 49104

Dear Mr. Taylor,

Thanks for your recent letter. I am presently in the initial stage of my research dissertation...attempting to establish my proposal. I am hoping that I will be able to study the relationship of home schoolers in the areas of intellectual functioning and academic achievement. Your topic on social deprivation should be very interesting.

The literature I have found is generally fairly sparse also. I have contacted quite a few people who have sent me their bibliographies and results of ERIC searches, etc. I do have quite a few references. I'll be glad to send them to you if you'd like; you'll have to be the judge of whether they suit your needs or not. Many of the people I contacted originally on Dr. Moore's list did not respond and several of those who did were not longer examining the area or had minimal involvement at best. Contact me if you'd like me to send my biblio's.

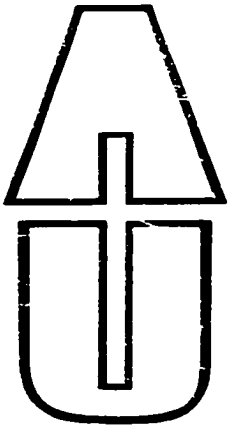
I am hoping to work with home schooling families in Iowa. There appears to be legislative action pending and many of the families there have identified themselves as willing to participate in research to help prove their points. In addition, there are several home schooling families and organizations whom I have or will be contacting who seem to express interest in letting me contact their members. I happen to have known several families involved already and this has helped get me a foot in the door, so to speak. I have not really explored any specific approach which might appear effective in encouraging hesitant participants. However, I am hoping that my guarantee of confidentiality and protection of their participation from not sharing the specifics of any case with others will hopefully pave the way. I assume my study and any others in this field will be biased in terms of the fact that we may possibly only be able to research with those who are not hesitant...thus one limitation of our research.

Please keep in touch in the case I am able to be further assistance.

Sincerely,

Paul

Paul L. Thompson



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Paul L. Thompson
Reading Research Center
737 West Clark
Vermillion, SD 57069

November 24, 1985

Dear Paul,

Thank you for your recent letter. You are examining, I believe, a crucial area regarding intellectual aspects and academic achievement of home schoolers.

I would indeed appreciate a copy of your bibliography to date. I am sure that it will be of value.

I wish you the best of success on your dissertation, and would definitely be interested to know of your findings as they develop.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

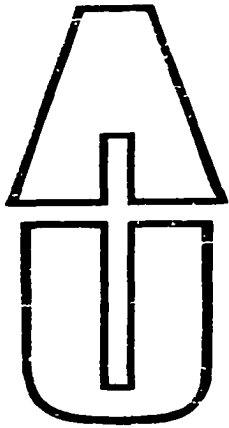
November 15, 1985

Dear John,

In response to your home-schooling research request: I completed my Ed. Admin. Master's thesis, "An Analysis of Sacramento Area Parents Practicing Home Schooling," at California State University, Sacramento in 1983. Now a resident of Washington, I am no longer involved in home-schooling research.

My thesis is available for reference through CSUS or, for \$5.00, I will send a copy of my three-page bibliography and twenty-four-page Chapter 4 that states the questions and results of a six-page interview with 54 home-schooling parents. Good luck.

Linda Kink



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Linda L. Kink
3026 E. Alpine Dr.
Bellingham, WA 98226

November 24, 1985

Dear Linda Kink,

Thank you for the card of November 15 which you kindly sent. I would indeed appreciate a copy of Chapter Four and the Bibliography from your Thesis. Enclosed is the necessary amount to cover the expense. I am sure that it will be of value to read the results of your study. (I find it interesting that you evaluated home-schooling parents in the Sacramento area. Prior to my residence in Michigan, I lived near Auburn, only about an hour drive from the capitol.)

Best wishes.

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

November 16, 1985

Mr. John Wesley Taylor U
Dept. of Curriculum and Instruction
School of Education
Andrews University
Bertien Springs, MI 49104

Dear Mr. Taylor,

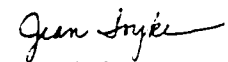
I received your recent letter concerning research in the area of home schooling. I had originally planned to do my master's degree work in this area, but, upon finding the same lack of resources that you did, I was advised to work in another area. I am sure you have already exhausted the doctoral dissertations and ERIC documents, which were the only places where I was able to locate studies.

As to your second question, however, I may be of more assistance. I am personally acquainted with a lady who is a home-schooling parent and was Dr. Moore's area representative. She also has contacts with the Maryland Home Education Association and a home-schooling legal association; she may be willing to provide names of potential respondents for your sample. Her name and address are:

Mrs. Nora Dolan
515 Roland Avenue
Baltimore, MD 21208

I hope that your contact with Mrs. Dolan is fruitful, and I wish you much success in your endeavors. Please be so kind as to write back when your research is finished and inform me of your findings, as I hope to pursue research in this area later.

Sincerely,


(Mrs.) Jean Soylke

THE SENATE
LANSING, MICHIGAN

HARMON CROUSEY
21ST DISTRICT
P.O. BOX 3006
LANSING, MICHIGAN 48906
(313) 273-7988
(419) 423-7783

COMMITTEES
LOCAL GOVERNMENT CHAIRMAN
EDUCATION AND HEALTH
AGRICULTURE AND FORESTRY

19 November 1985

Mr. John Wesley Taylor V
Department of Curriculum
and Instruction
School of Education
Andrews University
Berrien Springs, Michigan 49104

Dear Mr. Taylor:

Thank you for your letter of October 30 asking about any home schooling research studies I may be aware of.

If you have located a handful of studies, you're doing about as well as anybody else I have heard of. The person in the legislature whom I believe is most thoroughly acquainted with home schooling and could provide you with this information is Representative Tim Walberg. I have referred your letter to him and asked that he respond to it.

Again, thank you for having taken the time to write.

Sincerely,

Harmon Crousey
Harmon Crousey
State Senator

j1



HOUSE OF REPRESENTATIVES
LANSING, MICHIGAN

TIMOTHY L. WALBERG
FOURTH DISTRICT
STATE CAPITOL
LANSING, MICHIGAN 48208
(517) 273-1708

ASSISTANT REPUBLICAN WHIP
COMMITTEES
EDUCATION
AGRICULTURE & FORESTRY
CONSTITUTIONAL REVISION &
WOMEN'S RIGHTS
CONSUMERS

20 November 1985

Mr. John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

Dear Mr. Taylor,

I received your letter requesting information
from Senator Harmon Cropsey concerning home
education studies.

Enclosed, you will find an excerpt from a study
done by Patricia Lynnes of the Education Commission
of the States in which she briefly addresses the
issue of home education with regards to its impact
and laws pertaining to the subject. Also enclosed
is a copy of a 1974 report by Urie Bronfenbrenner
entitled "A Report on Longitudinal Evaluations of
Preschool Programs--'Is Early Intervention Effective?'
Vol. II". In this study, he compiles many studies
which have been done on intervention, which is a
supplement to education in the classroom. One of
the two types of intervention is parent-child
tutoring, the other being in-school group interven-
tion. The results of the studies cited in the
report could be of value to you.

I hope that I have been of some help to you. Thank
you for your inquiry.

Sincerely,

TIMOTHY L. WALBERG
State Representative

ENC



11-22-85

John Wesley Taylor
 Andrews University
 Berrin Springs, Mich. 49104

Mr. Taylor,

I certainly would encourage you to develop a study on some of the "socialization" aspects of homeschooling. It is my experience that those who are hearing about homeschooling for the 1st time frequently ask "what about socialization" even ~~before~~ they ask about the academics. I know from personal experience that some number of homeschoolers are motivated out of concern for the self-concept of their children.

While my current research interest in homeschooling is more along the lines of academic achievement, I have observed, as you noted, that there isn't a lot of research directly relating to homeschooling. A friend of mine, who is working on a PhD thesis on homeschooling, has access to a national computer operated reference service. She found 38 listing about homeschooling recently but few were studies of any quality.

In a 1984, study of 189 Alaska homeschoolers, Sue Green did ask some questions about homeschooler participation in community activities and spending time with nearby friends. This touches the question of socialization but does not particularly relate to self-concept. If you want to get a copy of her report (\$7), her address is: 4109 Lynn Dr., #203, Anchorage, AK 99508.

You asked how to obtain access to a significant number of homeschoolers for research purposes. It isn't easy. There is a widespread nervousness by families (even where homeschooling is legal) that providing information to outsiders can cause them to come under closer observation by local authorities and result in harassment. It is safer for the family to stay low.

I do have two suggestions in this regard:

1. Try to contact homeschool leaders in your area. Explain your purpose, solicit their trust, and ask them to be a conduit between you and the families you will survey. Those families that trust their local leaders will be approachable in this manner. John Holt's newsletter contains names of homeschoolers and leaders that are open to contact: Growing Without Schooling, 729 Boylston St., Boston, MA 02116.
2. Set up a method that guarantees anonymity to the homeschool family even to the point where, if the family wishes, they are not even identified to you.

Noticing that you are at Andrews University, it is a good guess that you have already read Gunnar Gustavsen's, 1980, Andrews Univ., Phd Thesis "Selected Characteristics of Home Schools and Parents Who Operate Them." The correspondence reproduced on pages 196 - 200 gives, I think, good insight to anyone who would be a homeschool researcher.

While the above may give you access to a reasonable sample of homeschoolers, the sample will not be a systematic sample. Even in states where homeschoolers register with some local authority, access to these names for research purposes will remain voluntary on the part of the family. I know of no way to get a systematic sample on your topic. However, that should not be a reason for not doing the research. Any information is better than what currently exists.

If it would be helpful to you, I could put you in contact with some homeschool leaders within Washington. Let me know if you wish this.



Jon Wartes



"A clearinghouse of information — educational inventory & consultation"

December 17, 1985

Jean Wesley Taylor V
Andrews University

Dear Sir:

In reply to your request of October 30 for information on further sources of home schooling research: I can probably not help you. I am presuming you have exhausted Dr. Moore's advice as well as his literature, therefore, as concerns research per se regarding home schooling, I can not help.

The main thrust of investigation may follow the path that Dr. Moore took: looking for research that confirms his schooling principles in, rather, the best sort of educational principles and advice from the research that were schooling in the logical conclusion. That could be demonstrated as 'leading the blind' but there simply is not a lot of research available other than 'case studies', a veritable overkill. You're not hearing anything from me that is new, of course.

Maybe you already know that 'social schooling' hasn't got a whole lot of what I would consider convincing research. For me, research needs to be replicable over decades but not necessarily reproduced in every type of child because different children demand different things. Even medical research does not claim to suit every single one and offers medications in the form of 'possible side effects'. And just because something seems to work doesn't mean it works and that it will work ten years from now with other participants. Forgive the quibble philosophy, but I love to take advantage when my opinion is asked for.

As to your second request on how to approach home schoolers and how to join your study: yes, you know how private we all are, but that is not the whole of it. It is simply a matter of having time. Most parents—mothers are women, and these women are products of a usually care-free childhood, therefore, the task of running a home, raising children, maintaining a love relationship, participating in community, and teaching school tends to eat up a lot of time and energy. Using studies for people is just unsustainable. I recommend excessive politeness and simplification of forms not to waste scientists' time. When we women started years ago, for example, how many of our house let alone teach school—such are the demands of private and public. It is my experience that the majority of home schoolers are busy, so busy, so busy, and not alone, so I think their responses are a little bit out of a hurried lifestyle. At least they do to me when I come face to face. So all you can do acknowledge their contribution to your study.

Please keep me informed on the progress of your work. Perhaps I can volunteer our own community's home schoolers if you need more case studies. Let me know if you need them, we would be happy to help. I have about 25 families currently.

Be Mine Yours
Jean Wesley Taylor
Director

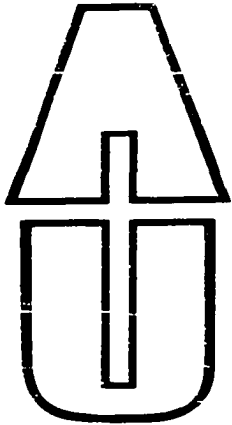
PO Box 47159
Phoenix, Arizona 85068

It is not clear that anyone is of home schooling is not clear, it is not clear what I would like to see you do. I would like to see you do.

Researching this study will grow up to be a waste of time. It is not clear that anyone is of home schooling is not clear, it is not clear what I would like to see you do. I would like to see you do.

APPENDIX B

CORRESPONDENCE WITH HOME-SCHOOLING AGENCIES



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Mr. John Holt
Holt Associates
729 Boylston St.
Boston, MA 02116

October 6, 1985

Dear Mr. Holt,

As we have never met previously, I suppose that an introduction would be appropriate. My name is John Wesley Taylor and, to a large extent, I am a product of home schooling. It was not until I began college that I entered "formal" schooling. Currently, I am completing a PhD in Curriculum and Instruction/Educational Administration here at Andrews University.

As you might imagine, I am vitally interested in home schooling and am considering a dissertation topic which will deal with home-schooled children. The project will endeavor to answer an aspect of the question, "Are home-schooled children socially deprived?" Namely, it will seek to determine the relationship between home schooling and the child's self-concept. I believe that a number of significant findings may be realized.

The study will utilize the Tennessee Self-Concept Scale which will be administered to a random sample of approximately 400 children who are currently attending home school. It will be necessary to have an ample database from which to draw this sample. Dr. E. Stanley Chace, Dean of the AU School of Education and also chairman of my dissertation committee, has suggested that Holt Associates might be able to provide such a facility.

I perceive that one of the major hurdles will be to achieve a statistically significant number of respondents from the sample. I would appreciate your counsel as to the most effective strategy which could be pursued. Perhaps it might be possible to employ a number of avenues such as an

announcement of the study in Growing Without Schooling and a brief letter in the actual mailout in which you might explain the potential significance of the study for home-schooling families and perhaps endorse confidence in someone whom these individuals have never met previously.

I would also appreciate, Mr. Holt, any other advice which you could provide for this project. It is vital that this dissertation be a symbol of excellence. I also need to investigate avenues of funding. Any suggestions which you might have along this line would be appreciated.

I am very enthusiastic regarding the potential of this study and, for that matter, about the future of home schooling. I am anxious to carry the study to a successful completion. Looking forward to your reply.

Sincerely,

John Wesley Taylor V

P.S.: If you have any references of related literature pertaining to this study, they would be invaluable. Also if you would like to talk together, feel free to call me collect at (616) 471-1219 evenings.

GROWING WITHOUT SCHOOLING
 729 BOYLSTON STREET, BOSTON, MA 02116

10/11/85

Dear John Wesley Taylor,

Thank you for your letter. We are very interested to hear that you were homeschooled yourself, and anything more you care to tell us about that would be most welcome. Our readers always like to hear about "grown unschoolers" - they can use every scrap of evidence that what they're doing is OK.

Also glad to hear that you want to do research on the subject. You should probably contact Brian Ray, who has developed a network of home school researchers; address, OSU Science Ed. Dept, Corvallis OR 97331; phone 754-4151.

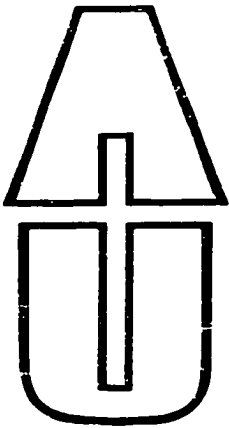
One piece of advice about your study - it will be a lot more valid and useful if it is carefully controlled - that is, if you compare the results to that of schooled children from families with similar economic and educational backgrounds. As an educator/homeschooler points out in the forthcoming issue of GROWING WITHOUT SCHOOLING, homeschooled children tend to come from parents with somewhat above average income and educational background, so this alone could affect the results.

I cannot think of a simple way for you to get 400 homeschooler subjects. We do not make our own mailing list available for such projects; however, for years we have been publishing a Directory with the names of anyone who wants to be listed, and you are welcome to make use of this. Not everyone listed is homeschooling, some people are (or were) merely interested in the idea. As it happens, we are in the middle of updating our entire Directory, so that would be available for your use by late December (early December if absolutely necessary).
last complete Directory was in GWS #42 - but this has many more names
 I see you are not far from Indiana, Illinois, and Wisconsin. Homeschoolers in those states are more willing to be open because of the laws in those states. In fact, last year the new Wisconsin law allowed parents to homeschool if they notified the state; maybe the Wisconsin officials would be willing to let those names be used for research purposes. Or there are a number of state and local homeschooling groups in those states that perhaps would cooperate (see our "Homeschooling Resource List," \$1).

I don't think we could "endorse confidence in someone whom these individuals have never met previously" because after all, we know nothing about you either. But I'm sure that if you explain yourself well and assure confidentiality, you'll do as well without our explicit support as with it. Nor do we have any ideas about funding.

Good luck with this project, and we look forward to hearing from you again -

Donna Richoux
 Donna Richoux, Editor



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Donna Richoux
Growing Without Schooling
729 Boylston Street
Boston, MA 02116

October 27, 1965

Dear Donna Richoux,

Thank you for your letter. It was very informative and helpful. Things are progressing very well on the research project dealing with home-schooling children and their self-concepts. I have sent a letter on its way to contact Brian Ray, as you had suggested.

I also appreciate your advice to ascertain that the home-schooled children are compared with a general population similar in economic and educational backgrounds. The study which you mentioned as pointing out a difference in these areas would be of value to include in the review of literature, if it would be possible for me to acquire this in the near future.

As far as possible, I would like this study to be largely generalizable to the entire American home-schooling population. This application is of course strengthened if the sample is drawn from a representative population. Hence, I would indeed be interested in the Directory. There will no doubt need to be a screening on my part to determine which individuals are actually home-schooling. I also believe that December would be an acceptable timeframe--the sooner, of course, the better. Perhaps you could tell me, in anticipation, approximately how many names will be in the Directory, and what rough percentage you might estimate could be home schooling.

I am also happy for any other suggestions which you might have for the project. I would appreciate a "Homeschooling Resource List" and a subscription to Growing Without Schooling. Enclosed is \$16.00 to cover the cost. Looking forward to hearing from you again,

John Wesley Taylor V

P.S.: You mentioned that you might like to learn a little bit more of my home schooling background. My parents decided to home school their children on a matter of conviction. They believed that the home was the most ideal environment for fostering creativity, inquiry, and practical learning.

Hence, I began home school at the age of eight. My mother, who was my teacher for the first eight grades, was a secretary. During this time, we were living in Latin America and so did not have to fight any legal battles. Nor did we have any support groups, which would have been helpful, I am sure, in the educational area.

Beginning with grade nine, I continued studying at home on my own through Home Study International through grade twelve. There was always so much more time to study music at the conservatory, farm, carry on projects in the community, engage in carpentry and construction endeavors, and in general learn about life and people.

At eighteen, the pattern was broken and I entered a "formal" college program. There I became much involved in campus and academic activities, and completed science programs (B.S. and B.A.). Since then, among other pursuits, I have become deeply interested in education itself. Presently, I am completing a Ph.D. in Curriculum and Instruction at Andrews University.

Looking back, I can attribute much of what I am to those years of home schooling. I believe that they were probably the most significant years of my life.

HOLT ASSOCIATES, INC.
729 BOYLSTON STREET BOSTON, MA 02116

11/6/85

Dear John Wesley Taylor,

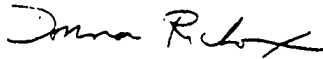
Thanks for your latest letter. I was highly interested to read about your background, and will quote your letter in GWS.

We'll start your subscription with our latest issue (enclosed) as there are several things I want you to see in it. Page 5, "Educator/Home-schooler Relations," has the price & address of the bulletin I referred to.

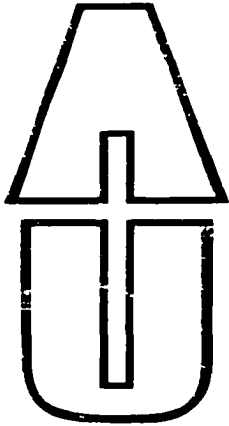
I have taken the liberty of giving your name to a homeschooling family in Ohio - see enclosed correspondence. Quite possibly you'll hear from the oldest son, Rick Light. There's more about this family in GWS #47, p. 8-9. Naturally you're not obliged to do anything whatsoever with the young man, but just maybe he'd be a help to you at the same time that he'd learn how real research is done.

The Directory will probably be somewhere between 1000 and 2000 families, and I guess most of them, more than half, have at least one school-age child at home.

Best wishes,



Donna Richoux



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Donna Richoux
Holt Associates, Inc.
729 Boylston St.
Boston. MA 02116

November 12, 1985

Dear Donna Richoux,

Thank you for your recent letter and the materials which you enclosed. I can see that I will greatly enjoy reading the issues of Growing Without Schooling. I was greatly saddened to learn of the death of John Holt. Truly his leadership will be sorely missed. I am confident, however, that the movement for which he lived will move forward from his inspiration to its destiny.

I am glad that you shared my name with the Lights. You are welcome to give my name to anyone whom you perceive might be able to benefit.

There are a certain items regarding the study with which I am involved that I would like to share with you. As an earlier letter mentioned, the study centers about the self-concept of home-schooling children as compared to the norms of the conventionally-schooled population. A number of sources have identified this area of socialization as perhaps the key issue regarding home school learning. The study will utilize the Piers-Harris Children's Self-Concept Scale, which is a widely-used and well-validated measure of the self-concept.

In order to achieve statistical validity, the study will need to finally analyze the results of approximately 350 home-schooling children in grades three through eight. In order that the results may be applicable to the American population at large, the sample must represent the national cross-section of home schoolers. It is important to build a sound design for such a nationwide study so that it may be defensible.

One weakness in the tentative design of the study which a number of individuals have noted is that families willing to list themselves in a directory are likely to be quite different from the cross-section of home schoolers. Whether this would indeed be the case or not, it is nonetheless a serious consideration. In order that the results of this study may be sound and useful, I would like to present the following idea for your consideration. Perhaps, this could become a plan of action.

1. I will prepare a form to collect demographic data for independent variables (such as age, gender, grade-equivalent, socioeconomic status, number of years in home school, etc.) which will be used in the analyses. Here individuals will also be able to indicate if they would like to receive a summary of the results of the study. (This has been shown to increase response rate.)
2. I will also acquire copies of the self-concept instrument to be used in the study.
3. I will prepare a rough draft of the cover letter and send that to you for editing. In it, perhaps, I could be identified as a research associate of Holt Associates, Inc. This cover letter would explain the value of the study to home schoolers, assure confidentiality, and solicit participation.
4. I will prepare postage-paid envelopes for the respondents to send in the completed forms, addressed either to the School of Education here at Andrews University where the statistical analyses will be conducted or some location of your choice.
5. You might request that a random sample of 1000 names be drawn from the data base and mailing labels prepared. (It is necessary that the sample be random for statistical purposes. This, of course, would be possible from a computerized list.) You would not need to release these names to any individual or organization. I, personally, do not need to know the persons which are involved in the study. (This procedure will actually strengthen the study.)
6. A package of 1000 cover letters and envelopes (perhaps with your letter head if you desire) could be prepared. (I would cover these costs, along with any other expenses incurred.)

7. I would send the copies of the instrument, the demographic forms, and the return envelopes to the your address. There the envelopes would be stuffed and the mailing labels attached. I will cover the cost of the postage for the mailout, as well as any other expense.
8. The data entry and statistical analyses will be carried out here at AU on the mainframe computers. There will be no identification on the forms which I receive, unless the individual chooses to do so by requesting the results of the study.

Regarding timeframe, the item of primary importance would be a brief letter in which you could state that the research plan as outlined in this letter or with modifications is acceptable. This will allow me to present the proposal of the study for approval. This approval from my committee needs to be obtained as soon as possible in order that the research may proceed. The actual mailout would then be scheduled for the middle of January.

Well, I must not be tedious. I would just like to express my appreciation to you for your help and encouragement.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

P.S.: Included with this letter is an order form and payment for a number of books and other items from the "Book and Music Store" catalog. I appreciate having received this brochure. There is also a summary of a study which I am told appeared in the GWS edition 44 concerning the Alaskan Centralized Correspondence Study program. Do you know how I might find out more about that study?

HOLT ASSOCIATES, INC.
729 BOYLSTON STREET BOSTON, MA 02116

11/19/85

Dear Wesley,

I talked over your proposal with Patrick Farenga, who feels that there is certainly a need for good research on home education and that we should do what we can to support your efforts.

I don't believe we can ask our mailing house to generate a random sampling of our mailing list. The computer program is a rather old and unwieldy one. However, they could print out the entire list and we could pick out 1000 by some arbitrary formula that would randomize selection - every fifth name, or whatever.

About the letterhead/associate matter. What we would be willing to do is write a cover letter, on our own stationery, naturally, introducing you and explaining how we came to be involved in this. Your instructions, forms, etc, would be on your own stationery. We can send you a draft of such a letter closer to the time.

We would charge \$5 per hour for clerical costs (envelope stuffing, posting). I would imagine this would be under 10 hours. We would also, as you say, keep track of any other expenses occurred, such as if we supply the envelopes. (cost of labels.)

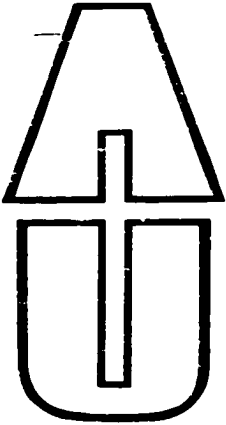
I should think you could enclose a separate card for people to return if they want a copy of the results - they could enclose it with their response but it would be more obvious that you could separate their identity from the response.

Back to the mailing list. The computer first sorts out the list by whether the subscriber gets a single or a group sub (many of our readers are part of a group sub). Then within each of those categories it arranges the entries by zip code. So an arbitrary selection such as the one I described might arguably not be truly random - it would in fact guarantee that you had a selection from across the country, whereas a truly random selection might by chance be weighted toward one part of the country or another. I don't think this is a drawback but it's something to think about.

I think this gives you enough to proceed. We'll be quite busy here until the middle of December, but could work out some more of the details then. Best,


Donna Richoux

PS - The Alaskan study was prepared by Sue Greene, 4109 Lynn Dr #203, Anchorage AK 99504; 907-337-0466.



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Donna Richoux
Holt Associates, Inc.
729 Boylston Street
Boston, MA. 02116

November 27, 1985

Dear Donna,

Thank you for your recent letter. The research proposal has been presented and the study is moving ahead. Here are a few items that will precede the actual mailout. Please let me know of any ideas or suggestions along these lines.

1. Included with this letter is a sample demographic form. All being well, I will send you 1000 copies of the form on December 20. If you perceive any changes or additions that could be made, please let me know.
2. In a previous letter, I mentioned the possibility of sending a summary of the findings in the study to those participants who indicated that they would like to know the results. This, however as you mentioned, would cause these individuals to identify themselves. I am wondering if it might be possible to publish a synopsis of the results in Growing Without Schooling, and indicate this to the participants. This would also help to alleviate the costs of the study.
3. I have requested 1000 copies of the self-concept instrument (PHSCS) to be sent to your address. These will arrive in approximately three to four weeks. I have included here a sample copy.
4. A tentative cover letter for the study is also included with this letter. You are free to modify it as you see best. I believe that we could target January 20 as the date of mailout and February 10 as the postmarked cutoff date for replies to the study. Please let me know the cost for printing the 1000

copies of this cover letter, along with other expenses. (I will need a copy of the mailout cover letter to include in my presentation to the research committee.)

5. On December 20, I will send you 1000 pre-addressed, postage-paid envelopes. These will be plain, business size (the same size as this envelope) and will be addressed to John Wesley Taylor V, Department of Curriculum and Instruction, School of Education, Andrews University, Berrien Springs, MI 49104. You will need to ascertain that this envelope will fit in the mailout envelope, along with the instrument, demographic form, and cover letter.
6. The 1000 mailing labels need to represent a completely random selection in order that the appropriate statistical procedures may be utilized. I am enclosing a list of 1000 random numbers generated by the computer here at AU which can be utilized for this purpose.
7. With 1000 letters, would it be possible to do a bulk mailing? If this is possible, it might help to diminish total postage costs.
8. We need to be certain that the mailout occurs exactly three weeks prior to the postmark cutoff date for replies to the study (as indicated in the cover letter).

All being well, the statistical analyses will be completed by the end of February and the study will be finalized by the end of March.

Thank you for your advice and assistance,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

HOLT ASSOCIATES, INC.
729 BOYLSTON STREET, BOSTON, MA 02116

12/4/85

Dear Wesley,

Another question just occurred to me. Several of the items on the self-concept form deal with school - "My classmates make fun of me," "I often volunteer in school," etc. What are unschooled children supposed to do with these? If they skip them, does that throw off the significance of the score? Those who have been in school will probably remember back to those days, but I wonder about the others.

You say that parents are not to coach or assist their child in any way, but what are they to say if the kid asks them a question like that - "What am I supposed to do about these school questions?" What if a kid has a question about the directions? What if a parent sees that, for example, a child has circled yes and no for some questions?

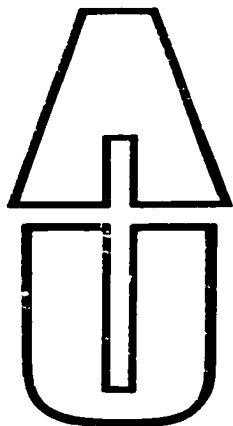
Maybe you should check to see what is usually done in these cases when administered in classrooms. I bet teachers are told something about how to administer the test besides "Do not coach or assist in any way."

I am just a little uneasy about the kinds of questions on the scale - I know that some parents have been indignant when they have learned that their children have been asked personal questions in school, and they may not want their children to answer them for this survey, either. But at least here they can decline to participate without being put on the spot, which is not true at school.

Best,



Donna Richoux



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Donna Richoux
Holt Associates, Inc.
729 Boylston Street
Boston, MA 02116

December 11, 1985

Dear Donna,

Thank you for the letter and phone call the other day. I appreciated your ideas and suggestions. They have helped to significantly strengthen the study.

As you will notice in my cover letter, the instructions now indicate which home-schooling child is to fill out the SELF-CONCEPT SCALE. "Presently home schooling" is also stated. Another change involves the "February 10" date to the phrase "as soon as possible." This allows for greater flexibility and conveys the same concept. (You may wish to reflect this change in the cover note as well.)

Regarding the questions on the PHSCS, I have also observed that eight items refer specifically to "school" circumstances (numbers 1, 7, 10, 27, 30, 42, 45, 49). After reviewing a number of instruments, the PHSCS still seemed the most appropriate. Basically, any self-concept instrument which has been used with conventionally-schooled children will inquire regarding school circumstances as these have been found to reflect self-concept. As far as we are concerned, this is not entirely a negative aspect as the study compares home-schooling children with the norms of the conventionally-schooled population, and hence must utilize a validated instrument for which norms have been established.

Children who take the PHSCS should not skip any items (as the PHSCS instructions indicate). Indeed, home-schooling children may be able to answer items 1, 7, 27, 30, and 42 in a way that will be positively distinctive, and indicate significant differences from the conventionally-schooled population (which, of course, is what this study is about!).

Item 10 may be applicable to home schools. If no tests are given, the child will not be able to answer "Yes", and consequently will answer "No."

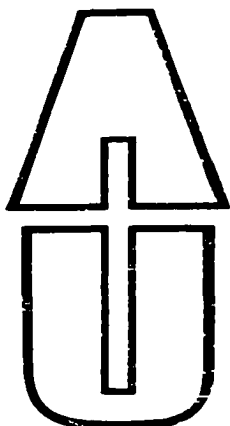
Items 45 and 49 could be somewhat "sticky" for the home-schooling child, and as such may indeed induce certain biases which will need to be recognized. For example, if a home-schooling child has previously attended a conventional school, item 45 could be answered affirmatively (referring, I suppose, to either the conventional school or the home school!). Item 49 does not pose great problems unless there is only one home-schooling child in the family. In that case, it could introduce certain confusion for the child. You may have noticed, however, that the cover letter does not instruct parents "Do not coach nor assist the child in any way." This stance is possible after having consulted the PHSCS manual regarding classroom administration in which clarification is allowed. (Thank you for bringing this matter to my attention!)

Included with this letter is a copy of my cover letter, the demographic form, and a listing of random numbers for sampling purposes. I am glad that the cover letter and demographic form will be able to be duplicated there in Boston as this will save the additional expense of mailing 3000 sheets. (Please let me know of the duplicating costs.) I will be sending the pre-addressed, post-paid envelopes on December 20. Regarding your cover note, I believe that it is quite satisfactory. The only modification would be to change the February 10 deadline to the phrase "as soon as possible" or something equivalent, as mentioned above.

Well, I think that this is all for now. Just want to let you know how much I appreciate your advice and encouragement. Have a special day!

Best wishes,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Donna Richoux
Holt Associates, Inc.
729 Boylston Street
Boston, MA 02116

December 20, 1985

Dear Donna,

Just a quick note to let you know that the 1000 return envelopes have been sent to your address via UPS. They should be arriving shortly after Christmas.

One of the individuals who needed to see the demographic form requested a minor adjustment. (Thus my "finalized DEMOGRAPHIC FORM" of the last letter became "famous last words.") Although I would not wish to repeat the same error, I can say that everyone that needs to the form has seen it, and I am not planning to change it further. Thus it is probably safe to proceed with the copies whenever they are needed. I have included the final "finalized" version of the demographic form with this letter. (Please disregard all previous demographic forms!)

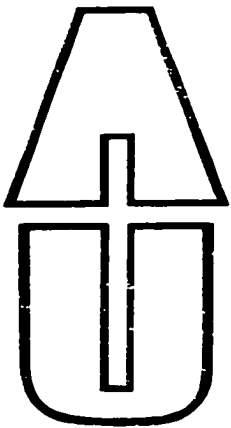
For the January 20 mailout, then, the following items would be included in each packet:

1. Your cover note.
2. My cover letter.
3. The PHSCS instrument.
4. The demographic form.
5. The return envelope.

And I believe that this is all. . .

Hope that you had a special holiday season! Best wishes.
Until soon,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Dr. Raymond Moore
Hewitt Research Foundation
P. O. Box 9 (2247 B St.)
Washougal, WA 98671

October 6, 1985

Dear Dr. Moore,

Greetings from Michigan! God has been blessing and things are moving along well here at AU. This summer I completed the coursework and the comprehensive examinations in my program. May the glory be to God and the tribute to institutions such as Weimar and its founders and to the twelve years of home schooling which my parents provided.

At the present, I am ready to focus primarily on the dissertation which I hope to complete in 1986. As I mentioned a year ago, I am considering a study dealing with home-schooled children.

The project will endeavor to answer an aspect of the question, "Are home-schooled children socially deprived?" Namely, it will seek to determine the relationship between home schooling and the child's self-concept. I believe that a number of significant findings may be realized.

The study will utilize the Tennessee Self-Concept Scale which will be administered to a random sample of approximately 400 children who are currently attending home school. It will be necessary to have an ample database from which to draw this sample. Dr. George Akers suggested that the Hewitt Research Foundation might be able to provide such a facility.

I perceive that one of the major hurdles will be to achieve a statistically significant number of respondents from the sample. I would appreciate your counsel as to the most effective strategy which could be pursued. Perhaps it might be possible to employ a number of avenues such as an

announcement of the study in the HRF newsletter, and a brief letter in the actual mailout in which you might explain the potential significance of the study for home-schooling families and perhaps, by mentioning a bit of my background and goals, endorse confidence in someone whom these individuals have never met.

I also would appreciate the advice which you could provide for this dissertation be a more thorough investigation of the area you might have along.

I am very enthused
and, for that,
am anxious to
May God co-
Looking forward

Sincerely,

John Wesley

P.S.: If you
pertain
Also if
to call me

ee

announcement of the study in the HRF newsletter, and a brief letter in the actual mailout in which you might explain the potential significance of the study for home-schooling families and perhaps, by mentioning a bit of my background and goals, endorse confidence in someone whom these individuals have never met previously.

I also would appreciate, Dr. Moore, any other advice which you could provide for this project. It is vital that this dissertation be a symbol of excellence. I also need to investigate avenues of funding. Any suggestions which you might have along this line would be appreciated.

I am very enthusiastic regarding the potential of this study and, for that matter, about the future of home schooling. I am anxious to carry the study to a successful completion. May God continue to bless you in your service for Him. Looking forward to your reply.

Sincerely,

John Wesley Taylor V

P.S.: If you have any references of related literature pertaining to this study, they would be invaluable. Also if you would like to talk together, feel free to call me collect at (616) 471-1219 evenings.

HR

October 15, 1985

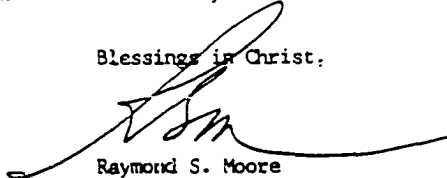
Dear Wesley,

I'm glad you are moving ahead on a home schooling topic for your doctorate and that you are moving into socialization as a topic.

We will put a notice in the next Family Report and ask them to respond directly to you. Meanwhile feel free to call us here if we can help you further.

I wish I could help you along the lines of funding, but we stay a long way away from that for we have to earn our own way here and are so completely overloaded now that we do not have any spare moments. Currently we have 56 masters and doctoral students with whom we are working. You are the 57th. I'm not sure how they are making their arrangements, for none of them have asked for money. I'm sure the Lord will provide.

Blessings in Christ.



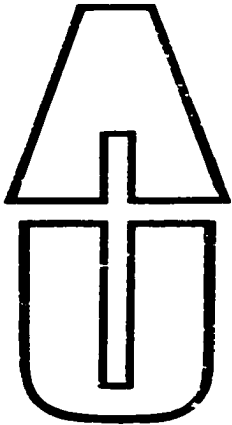
Raymond S. Moore

John Wesley Taylor V
Andrews University
Berrien Springs, MI 49104

HEWITT RESEARCH FOUNDATION

P.O. BOX 9 WASHOUGAL WA 98671 2009

206-435-4776



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Dr. and Mrs. Raymond S. Moore
40601 La Costa Circle West
Palm Desert, CA 92260

November 7, 1985

Dear Dr. and Mrs. Moore,

It was good to talk with you on the phone the other evening and hear of the work which you are coordinating in the area of home schooling. You requested that I send in writing the details of the study which we discussed. In summary, they are as follows:

First of all, the study centers about the self-concept of home-schooling children as compared to the norms of the conventionally schooled population. A number of sources have identified this area of socialization as perhaps the key issue regarding home school learning. The study will utilize the Piers-Harris Children's Self-Concept Scale, which is a widely used and well validated measure of the self-concept.

In order to achieve statistical validity, the study will need to finally analyze the results of approximately 350 home-schooling children in grades three through eight. In order that the results may be applicable to the American population at large, the sample must represent the national cross-section of home schoolers. It is important to build a sound design for such a nationwide study so that it may be defensible.

Perhaps, what follows could become a plan of action:

1. I will prepare a form to collect demographic data for independent variables (such as age, gender, grade-equivalent, socioeconomic status, number of years in home school, etc.) which will be used in the analyses. Here individuals will also be able to indicate if they would like to receive a summary

of the results of the study. (This has been shown to increase response rate.)

2. I will also acquire the self-concept instrument to be used in the study.
3. I will prepare a rough draft of the cover letter and send that to you for editing. In it, perhaps, I could be identified as a research associate of Hewitt Research Foundation. It would explain the value of the study to home schoolers, assure confidentiality, and solicit their participation.
4. I will prepare postage-paid envelopes for the respondents to send in the completed forms, addressed to the School of Education here at Andrews University where the statistical analyses will be conducted.
5. You might request that a random sample of 1000 names be drawn from the data base and mailing labels prepared. (It is necessary that the sample be random for statistical purposes. This, of course, would be possible from a computerized list.)
6. A package of 1000 cover letters and envelopes (perhaps with HRF letter head) could be sent to the Walla Walla, perhaps to Color Press. (I would cover these costs, along with any other expenses incurred.)
7. I would send the copies of the instrument, the demographic forms, and the return envelopes to the same address. There the envelopes would be stuffed and the mailing labels attached. I will cover the cost of the postage for the mail out.
8. The data entry and statistical analyses will be carried out here at AU on the mainframe computers.

Regarding timeframe, the item of primary importance would be a brief letter in which you could state that the research plan as outlined in this letter is acceptable. This will allow me to present the proposal of the study for approval. This approval from my committee needs to be obtained as soon as possible in order that the research may proceed. The actual mailout would then be scheduled for the middle of January.

Well, I must not be tedious. I would just like to express my appreciation to both of you for your help and encouragement. The impetus which you have given to home schooling will be significant, I believe, throughout eternity. May God continue to guide and bless you in your service for Him.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

HK

11/13/85
44001 La Costa Circle W.
Palm Desert, CA
92260

Dear Wesley,

Your outline of
proposed study looks
sound to us. You
may want to spot check
or monitor the completion
of the Piers-Harris instrument.

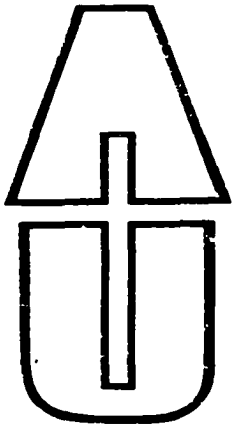
We will take care
of computer costs. @
Color Press. Be sure Dr. Horn
checks your design!

Blessings in Christ,

Tom

HEWITT RESEARCH FOUNDATION

P.O. BOX 9 WASHOUGAL WA 98671-0009 206/835-4118



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Dr. and Mrs. Raymond S. Moore
Hewitt Research Foundation
P.O. Box 9
Washougal, WA 98671

November 27, 1985

Dear Dr. and Mrs. Moore,

Thank you for your recent letter. With God's blessing, the study is moving ahead. Here are a few items that will precede the actual mailout. Please let me know of any ideas or suggestions along these lines.

1. Included with this letter is a sample demographic form. All being well, I will send you 1000 copies of the form on December 20. If you perceive any changes or additions that could be made, please let me know.
2. In a previous letter, I mentioned the possibility of sending a summary of the findings in the study to those participants who indicated that they would like to know the results. This, however, would cause these individuals to identify themselves. I am wondering if it might be possible to publish a synopsis of the results in the Hewitt newsletter, and indicate this to the participants. This would also help to alleviate the costs of the study.
3. I have requested 1000 copies of the self-concept instrument (PHSCS) to be sent to your address. These will arrive in approximately three to four weeks. I have included here a sample copy.
4. A tentative cover letter for the study is also included with this letter. You are free to modify it as you see best. I believe that we could target January 20 as the date of mailout and February 10 as the postmarked cutoff date for replies to the study. Please let me know the cost for printing the 1000

copies of this cover²⁴³ letter, along with other expenses. (I will need a copy of the mailout cover letter to present to my research committee.)

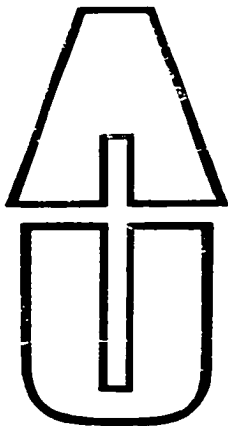
5. On December 20, I will send you 1000 pre-addressed, postage-paid envelopes. These will be plain, business size (the same size as this envelope) and will be addressed to John Wesley Taylor V, Department of Curriculum and Instruction, School of Education, Andrews University, Berrien Springs, MI 49104. You will need to ascertain that this envelope will fit in the mailout envelope, along with the instrument, demographic form, and cover letter.
6. The 1000 mailing labels need to be drawn randomly from the data base. (This complete randomness is necessary in order that the appropriate statistical procedures may be utilized.) With 1000 letters, would it be possible to do a bulk mailing? If this is possible, it might help to diminish total postage costs.
7. We need to be certain that the mailout occurs exactly three weeks prior to the postmark cutoff date for replies to the study (as indicated in the cover letter).

All being well, the statistical analyses will be completed by the end of February and the study will be finalized by the end of March.

Thank you both for your advice and assistance. May God continue to guide and bless you,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

P.S.: I have submitted the research design to five of the professors here at Andrews. It is currently being reviewed.



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

Dr. and Mrs. Raymond S. Moore
Hewitt Research Foundation
P. O. Box 9
Washougal, WA 98671

December 11, 1985

Dear Dr. and Mrs. Moore,

Season's greetings! Just a brief note to let you know that the dissertation proposal has been formally approved and the study is moving ahead. Also wanted to provide you with an updated version of a suggested cover letter for the January 20 mailout. It has a number of significant changes and is enclosed with this letter. (Please disregard the previous copy of the suggested cover letter. You may also wish to use your letterhead rather than that of Andrews University.)

Also included is the finalized version of the demographic form. I am wondering if it might be possible for the necessary 1000 copies of this form to be made there in Washington. This would avoid the expense of shipping from Michigan. I will, of course, be happy to cover the duplicating costs of the demographic form.

The 1000 copies of the PHSCS instrument have been ordered, and should be arriving shortly at your address. On December 20, I will be sending you a package containing the 1000 pre-addressed, postage-paid return envelopes. (They are a #10 envelope--the same size as the one of this letter--and will need to fit within the mailout envelope.)

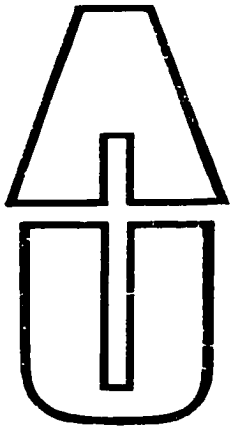
Well, I think that this is all for now. Just wanted to thank you for your help and encouragement. Merry Christmas!! And a Happy New Year!

Sincerely,

John Wesley Taylor V

APPENDIX C

MAILOUT MATERIALS



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

January 20, 1986

Dear Home-Schooling Parent,

A concern frequently raised by parents, educators, and legal systems alike is that home-schooled children may become socially deprived. A number of individuals, in fact, have labeled this as the key issue facing home schooling. At times, the courts have required of the home school social equivalence and have ruled against the parents, holding that social deprivation may damage the child's self-image.

In contrast, others maintain that home-schooled children are not socially handicapped, but rather escape many negative influences that could devastate their self-concept. To date, however, no solid evidence has been gathered to support or refute this claim. Until this is done, educators, legislatures, and the courts must continue to rely on public opinion or intuition.

In order to meet this challenge, we need your help. We need to answer the question of social deprivation in a defensible way. This will be sought by evaluating the self-concept of presently home-schooling children.

Your participation is vital to the success of the study, and perhaps to the future of home schooling for many parents. Please take two or three minutes to fill out the DEMOGRAPHIC FORM concerning your home-schooling child. Your child, in turn, will need approximately fifteen minutes to complete the SELF-CONCEPT SCALE. (It is not necessary to enter the information requested on the front page of the SELF-CONCEPT SCALE.)

Please return the DEMOGRAPHIC FORM and the SELF-CONCEPT SCALE in the pre-addressed, postage-paid envelope as soon as possible.

Once again, we wish to thank you for your assistance in helping to place the home-school movement on a solid foundation.

Best wishes in your home-schooling endeavor,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University

NOTE: Only home-schooling children in grade-equivalents four through twelve may participate in this study. If you do not have a home-schooling child that thus qualifies, please give this material to someone who would qualify. If you have more than one home-schooling child who qualifies, please give the SELF-CONCEPT SCALE to the child who has been home schooling the longest, or if for equal periods, to the oldest child.

GROWING WITHOUT SCHOOLING
729 BOYLSTON STREET, BOSTON, MA 02116

Dear GWS subscriber,

John Wesley Taylor, a graduate student of education at Andrews University, asked for our assistance in a research project on homeschooling. Our policy is not to release our mailing list to others, but because we agree that it is important that more research be done on the subject, we ourselves are sending Mr. Taylor's materials to a random selection of GWS subscribers.

If you are currently homeschooling a child who fits the required description, we hope you and your child will take a few minutes to fill out the enclosed questionnaires and return them in the postpaid envelope.

We can assure you of complete confidentiality and anonymity. Your name will not be, and has not been, released to anyone. Only the statistical results from this nationwide study will be made public.

Mr. Taylor plans to submit his findings to educational research journals, and we will also report them in GWS.

Thank you for your participation.

Donna Richoux

Donna Richoux
Editor, GROWING WITHOUT SCHOOLING



Dear Home-schooling Parent,

The most often-raised issue, or accusation against, home-based education is that home-schooled children may become socially deprived. Yet this is an area in which we need more direct research evidence. Some courts have held that home-educating parents do deprive their children socially and rob them of self worth. Yet the record clearly shows that most home-schooled children are self-directed, social leaders. However, until we research this area, many critics, courts and legislatures will rely on public opinion or intuition.

In order to meet this challenge, we need your help. We assure you of complete anonymity and confidentiality. Yours is one of about 1000 families we have selected randomly from our own Hewitt lists to whom we are sending two research forms as part of a study on home-schooler sociability. Although your name is not being given to anyone, we will understand if you decide that you do not want to participate. We realize that there are those who are fearful that they may be compromised; that is not possible in this study. Only the statistical results from this nationwide study will be published. This study is not publicly funded.

If you have children in grades 4 to 12, please take a few minutes to complete the DEMOGRAPHIC FORM, and have your child take 15 minutes or so to complete the SELF-CONCEPT SCALE, except that you do not need to fill out the front page of the VPS form. If you have more than one child who qualifies, please give the SELF-CONCEPT SCALE to the one who has been home educated longest, or if for equal periods, to the oldest child. Please administer the SELF-CONCEPT SCALE at a time when your child feels most relaxed, settled. If your child is not in the 4 to 12 grade range, please give this to a family who has a child who qualifies.

Please return both the DEMOGRAPHIC FORM and the SELF-CONCEPT SCALE in the pre-addressed, postage-paid envelope by return mail, if possible. Mr. Taylor, to whom it is addressed, is one of our Hewitt Research Associates who was home-schooled through all grades, and has earned highest grades in college and university--where he is a doctoral scholar. We will publish study results in THE FAMILY REPORT. If you wish an advanced report, please enclose a self-addressed, stamped envelope.

We thank you again for being a part of this important study.

Gratefully yours,

Raymond S. Moore
President

HEWITT RESEARCH FOUNDATION

P.O. BOX 9 WASHOUGAL WA 98671-0009

006-133-8771

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

<u>The Way I Feel About Myself</u>	<u>250=252</u>

**University
Microfilms
International**

300 N Zeeb Rd., Ann Arbor, MI 48106 (313) 761-4700

DEMOGRAPHIC FORM

INSTRUCTIONS: Please fill out the following information regarding your home school and the child who answers the SELF-CONCEPT SCALE.

Age of the child: _____ years.

Grade-equivalent: _____ grade.

Child's gender: _____ M _____ F

Total number of brothers and sisters: _____ children.

Number of years of home school
which the child has completed: _____ years.

Approximate total family earnings for the past fiscal year:

_____ Less than \$10,000	_____ \$20,000 - \$24,999
_____ \$10,000 - \$14,999	_____ \$25,000 - \$29,999
_____ \$15,000 - \$19,999	_____ \$30,000 or greater

Which term best describes your locality of residence?

_____ Urban	_____ Town or Village
_____ Suburban	_____ Rural

Has the child ever attended
a conventional school? _____ Y _____ N

How many children are in the home-school? _____ children.

Age at which the child began formal instruction: _____ years.

As a home-school operator, how many years of formal education
have you completed? _____ years.

Which of the following geographical regions best describes
your location in the United States?

_____ Northeast	_____ South
_____ Midwest	_____ West

Thank you for having taken the time to fill out this demographic form. Please return this form along with the SELF-CONCEPT SCALE in the pre-addressed, postage-paid envelope.

APPENDIX D

NON-RESPONDENT COMMENTARY

Dear Mr. Taylor:

I received your survey from the Holt Associates in Boston. We do not qualify because our oldest child is seven years old, but I have a few observations to make on the process of your research.


I am going to be critical, but please do not interpret the criticism of your efforts to support home schooling.

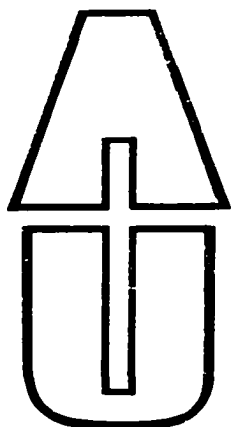
1. From my experience in Virginia—I am from time to time meeting new home schoolers—and I am often surprised to find people who have never heard of John Holt and know nothing about the Growing Without Schooling network. My point is that the GWS list, while perhaps the only list of home schoolers you have available, probably doesn't represent half of those people out there, and probably fewer than half. And it represents the public people rather than those many who home school secretly. My conclusion is that your list doesn't really represent who home schoolers are.
2. You have chosen an instrument to evaluate home schooled children that was designed to evaluate school children. Ten or eleven questions specifically refer to "teacher...classmates...in school,,,etc." For some home schoolers, even the term "school work" does not apply, because of the way parents just live life, rather than teach school at home to their children. And ten questions out of eighty answered negatively can skew the results significantly away from feeling good about oneself.
3. The list of home schoolers in GWS lists childrens' names and ages, and with a minimum of checking, you could have avoided sending the test to people like me who have children too young to answer the questions.
4. I feel that a child who is administered this test by a parent might feel compelled to answer the questions in a certain way. If the child knew that the parent would not see the answers, the results might be different.

I apologise for sounding so critical, but these are my observations of your methodology that I think take away from the validity of what you want to do.

Thank you for your interest in home schooling.

Sincerely,





Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

February 14, 1986

Dear Mr. Slezak,

Thank you for your recent letter and suggestions. Constructive criticism helps us to improve our endeavors, and your comments were no exception.

From our perspective, we have indeed realized that a limitation of the study is found in the fact that not all home schoolers are represented in the mailing lists from which the sample was drawn. The two largest national home-schooling organizations--Hewitt Research and Holt Associates with a combined total of approximately 45,000 addresses--were, however, chosen in an attempt to gain as broad a representation as was feasible.

Secondly, we recognize that the PHSCS was designed to evaluate conventionally schooled children. While there are certain differences in a home-school situation, it was necessary, by the very nature of the study, to use an instrument which had been normed on the conventionally-schooled population. (The analysis will compare the self-perceptions of the home-schooled children and those conventionally schooled.) We did examine quite a number of children's self-concept instruments and selected the PHSCS as the most viable, realizing its limitations. (If the questions referring to school situations, nevertheless, are evaluated as a homeschooler might answer them, the overall effect tends to enhance, rather than detract from the self-concept. For example, if a home school does not have tests, the child could not answer question 10 "I get worried when we have tests in school" with an affirmative answer. Forced, thus, to answer negatively, the answer would be scored towards a positive self-regard.)

Regarding the third concern, it would have been advantageous to mail the surveys only to individuals with current home-schooling children in the appropriate age range. (Considerable expense could have been saved.) This,

however, was not possible due to the facts that for statistical purposes the sample must be randomly selected, Hewitt Research does not maintain that type of data, and Holt Associates does not have detailed information on all individual's on the mailing list--largely only for those who wish their names to be printed in the public directory. (Utilizing only these individuals for the study might have skewed the results as these persons in essence are volunteers and may be different from those who do not release their names.)

Finally, it will need to be recognized that certain home-schooling children may feel constrained to answer in a certain manner by the presence of their parent. (The same effect, of course, might happen in a conventional classroom by the presence of a teacher.) As it was not possible to personally administer the test to a national sampling, the assumption of trust was next best, and is frequently made in self-report psychological tests of this nature.

Once again I wish to thank you for your interest and critique. Our critics are our best friends. Wishing for you the best,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University

Dear Mr. V,

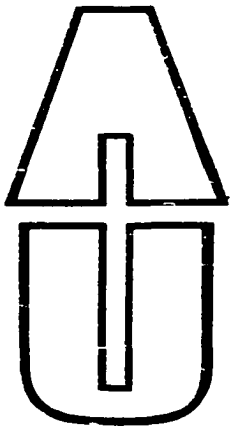
I have received your questionnaire and find several things wrong with it.

1. I am very turned off to people who sign their names with a lot of unnecessary garbage around it.
2. The Self-Concept Scale has too many irrelevant questions. One outstanding characteristic of home-schooling parents and children is our intolerance for things which are irrelevant and immaterial.
3. The Self-Concept Scale does not cover several dimensions which are unique to home-schooled children and that is the age ranges with which they interact. My sons relate well to very young children (my sons are 11 1/2 and 13 1/2) and number among their friends a man aged 69, a man aged 90 and a woman aged 92.
4. My guess is that Self-Concept Scale was used on "School" children and would not have any significant correlation and validity with home-schooled children.
5. I fear your approach is as erroneous as most Schools of "Education."

Sincerely,

Joseph A. Siano

P.S.: Your Self-Concept School and request for Demographic information is tossed out. The Demographic form is lacking because it again reflects the life of a typical Public School Family. Your study may earn you a Ph.D., but it will be next to useless in terms of reality.



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

February 14, 1986

Dear Mr. Siano,

Thank you for your recent letter and suggestions. Critique helps us to improve our endeavors, and your comments were no exception.

First of all, an apology for all of the paraphernalia surrounding my name. I shall try on another signature and return address for size.

By "irrelevant questions" on the PHSCS, I assume that you mean those which refer to school circumstances. While recognizing that some items might be more difficult to answer in certain home-schooling situations, many of the school-related questions, however, could be answered by most homeschoolers in a way that would not detract from the self-concept scores. By the very nature of the study--which will compare home-schooled children to those conventionally schooled, it was necessary to use a self-concept scale which had been normed on the conventionally schooled population. We did examine quite a number of self-concept instruments and selected the PHSCS as the best, realizing its limitations.

Your point that the self-concept scale does not measure such dimensions as friendships with individuals who differ widely in range from the respondent is well taken. However, on the dimensions that the instrument does measure, we hope to be able to arrive at certain significant conclusions.

Once again I wish to thank you for your interest and critique. Our critics are indeed our best friends. Best wishes as you continue your home-schooling endeavors.

Sincerely,

John Wesley Taylor V
129 Meadow Lane
Berrien Springs, MI 49104

Dear John,

An outstanding response! If you are sincere you will go far. I too believe that our critics are our "best friends" and whenever possible I attempt an alliance between myself and my critics.

The comparisons that you will make will be severely limited and those less astute in the educational and political realm will not view the limitations (unless it is to their advantage) and use those comparisons which are to their advantage.

I think you need to create another scale normed on home-schooled children and then give it to school children and then view the differences! Wow!! Now that would be a study. --(Think Maslow.)

Take for example the recently touted increase in scores nationwide amongst high schoolers in the SAT, etc. But, no one ever mentions that the schools are teaching to the test and without that there would be significant declines.

J. A. Siano

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, Michigan 49307

261

3 11 86

Dear John Taylor,

I have received your letter of the 27th with some enclosed, from Donna Fishback of Holt, Michigan.

My oldest child is ten and has been homeschooled all his life. He has looked over your questionaire, or self concept scale, and says he is not interested. I have not yet included the scale in his envelope, however, I have decided to reply at least to your letter.

I agree with you that there are cases in which untalented judges and legislators have tried to force homeschooling parents to imitate the standard pattern of public education. Your state tells us your primary concern, yet I have never seen a report of legislation or court proceeding that cited an educational research journal, so I have to conclude that your proposal will be ineffective as a remedy, unless you are in some way politically involved. It may be our aim to provide 'respectable' evidence that can be cited by those involved in influencing legislation, and if this is so, I have this to say:

- 1) If your evaluation of self-concept concludes that homeschooled children are not socially deprived, and if it is demonstrated that your idea has not materially influenced that conclusion, your study will merely reinforce the notion that social deprivation is a valid consideration in a child's learning. That social deprivation is not worth a second thought is educational heresy, of course. That concept of forced mingling with one's presumed peers is basic to the educational establishment's justification for its existence. The argument runs that only so can a child learn the necessary skills to prepare himself or herself to become a capable member of society. People who see through that argument--homeschoolers--know better. I don't have to be an expert to realize that my children are succeeding far beyond what the average person would require by way of social competence. My ten-year-old son Robert has followed his printing interests to the point of achieving reputation in the book arts community: His first book was his translation from Latin of the Perseus myth, which he typeset, bound, printed himself last year; second was a miniature book which he again did entirely and which has just come out of print, bought up by dealers, bookstores and collectors, all of whom highly praise his work. Since the age of eight he has been a member of the nationwide 'Unmanned Printers' Association, maintains correspondence with several members, and is in 1986 cohosting the annual gathering of letterpress printers, held last year in Concord, Massachusetts, and which he attended. He is quite proud of his work, and his nine-year-old sister Susannah shows every sign of following suit: Stanley Marcus, of Weiman-Marcus, has commissioned a miniature book from her, on which she is now working. We don't drive the children, nor do we teach them; we provide the environment, the equipment, and the advice when wanted, for them to follow their interests. The public school system, with its fussiness over 'social integration' and claim to tears of their lives

and control of their learning, would have destroyed this opportunity for them to enter into the real world in a competent and rewarding way. For such enterprises do require time and freedom of movement. Robert is friendly, energetic, imaginative, and much enjoyed by those friends his own age with whom he spends time, as by his adult friends.

- 2) If you know a philosopher, ask him or her the pitfalls of self-definition, and your awareness of the problems of objectifying subjectivity will cause you to abandon any attempt to evaluate what you might like to consider to be a child's self-image or self-concept. The entire industry that has been created in schools of education or manipulation of such constructs constitutes an unconscious exercise in futility. In my opinion, yes, indeed, the courts should continue to rely on intuition, even public opinion, rather than accept such a jumble of expert opinion and studies as the standard.
- 3) The children learned at the questions in the Piers-Harris Children's Self-Concept scales and, considering their responses, I can see why. Question 2: I have pretty eyes. How indeed could one answer yes or no if one eye was pretty and one was ugly? Or Question 3: It is hard for me to make friends. Easy with smart ones, hard with mean ones: is that a yes or a no? There is no way an intelligent person can give sensible answers. Drs Piers and Harris have shot themselves in the foot. The purpose of such educational 'testing' is to instill the idea that a person should have a concept of self, is it not? The quiz is a ludicrous exercise otherwise, since, for example, the evaluator has no way of knowing whether the child responding truthfully has in mind yesterday, the last two years, present intentions, more important events: and as important, whether that child's responses are in sarcasm, truthful or other vein. The clever educational psychologist has designed himself into his test and failed to realize that to a child the world is not a thing apart, an entity to have a concept about, or that his person is something to consider as 'self': or if his game is deliberate, the cynic has failed to realize that Helsenberg wins: distort as he will with his dangerous probe, he can never arrive at the dynamics of the child he studies.

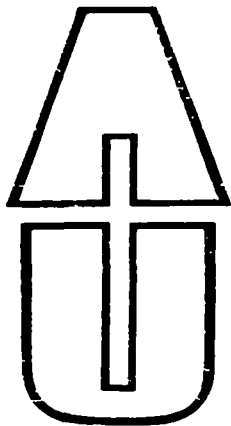
There is no way I can complete your demographic form. You ask the number of years of home school which the child has completed, for instance. There is no way to compare what we do with the conventional system. A classroom year? Should say we haven't had even one: but looks ridiculous. In 'formal instruction' the alphabet?

I can sincerely hope that you accept, as a private person at least, our situation as 'solid evidence' to support the claim that 'home-schooled children are not socially handicapped'. We believe that the best answer to critics of home schooling is that of outstanding examples, and that such examples will come as a consequence of allowing children to follow their interests into the real world. This was the philosophy of John Holt: We think he was right.

Sincerely,



cc: Donna Richoux, Holt Associates



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

February 17, 1986

Dear Mr. Kent,

Thank you for your recent letter and suggestions. Critique helps us to improve our endeavors, and your comments were no exception.

I enjoyed reading your illustrations of the manner in which home-centered learning has helped to develop enterprise and ability in your children. It is examples such as these that provide concrete evidence toward the merits of home schooling.

From my perspective, the relevance of the study is somewhat multi-faceted. First of all, the most severe critics of the home school are not judges nor legislators, but rather educators. While political figures may not read educational research journals, educators at least should. The results of this study may thus meet a target audience who already believe, by and large, that socialization and self-concept are vital educational concerns. Generally, these individuals hold that home-schooling children are likely to be deprived in these areas.

Secondly, parent--both those home schooling and those contemplating the home school--have been found to often be concerned over their child's socialization and self-concept. While they may at times be aware of positive examples, they tend to inquire if these are exceptions or the rule. This study will perhaps yield an answer toward that question.

Finally, judges and legislators do appear at times to be aware of research studies and base their actions accordingly. Although there is not a grand array of home-schooling court decisions which have considered home-schooling research, this may be due more to the lack of serious home-schooling reports than to disinterest. Regarding legislatures, I am aware, for example, that the Washington state legislative assembly has and is considering

factual data regarding home schoolers in that state. Also, when I initially began this study, I wrote to the Michigan legislature on the topic of home-schooling and received from them a packet of material of that to which they refer when dealing with home-schooling issues. In this packet ^{we} quite a number of articles from educational rese journals.

Although these illustrations do not necessarily prove relevance, they may, however, provide a degree of evidence toward that end. Once again, I wish to thank you for your interest and critique. Our critics are indeed our best friends. Wishing for you the best.

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

February 10, 1986

265

Dear Mr. Taylor,

I have wanted very much to respond to you on the subject of your proposed study of the social development of home-schooled children. Social Development per se cannot be measured or studied since it means so many different things to different people. How many times has any home-schooling parent heard the line, "Oh, I'm quite sure you're capable of teaching them yourself, but what about socialization?" Its hard to respond tactfully when what you want to say is: "That's exactly why I'm not sending them to school!"

Using self-image to gauge social development is a step in the right direction. Certainly any educational system which is not contributing to a positive self-image is failing.

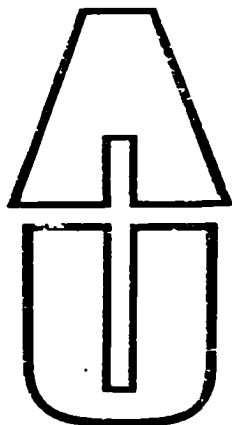
What worries me about your study is that it seems to me that your bias is so clearly towards the conventional educational system that I question your ability to gain truly meaningful data which will shed light upon this controversy. The most obvious proof of this is your use of the Piers-Harris Children's Self-Concept Scale. It is designed for school children, not only in the context of its questions, many of which directly reflect the school experience, but in their form also. No serious, self-respecting child should be expected to give a straight YES or NO answer to most of the questions. To send this out to home-schoolers implies a lack of understanding of their alternative experience.

I don't doubt your interest or your sincerity, but if you want results from this study which reflect reality, and are not simply more academic gobbledegook to add to the confusion, I think you need to reconsider the means to your end.

I am a former pupil of Summernill School in England, and I have been home schooling on and off since 1978. I have five children, age 15 to five months, and at this point I have a lot of experience and a lot of ideas about the subject you are studying, which I would be happy to share with you. If you'd like to talk, give me a call at:

Sincerely,

Tanina Lamb



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

February 17, 1986

Dear Mrs. Lamb,

Thank you for your recent letter and suggestions. Critique helps us to improve our endeavors, and your comments were no exception.

From our perspective, we indeed recognize that the PHSCS was designed to evaluate conventionally schooled children. While there are certain differences in a home-school situation, it was necessary, by the very nature of the study, to use an instrument which had been normed on the conventionally schooled population. (The analysis will compare the self-perceptions of the home-schooled children to the norms.) We did examine quite a number of children's self-concept scales and selected the PHSCS as the most viable, realizing its limitations.

Regarding the questions on the PHSCS, I have observed that eight items out of the eighty refer specifically to "school" circumstances (numbers 1, 7, 10, 27, 30, 42, 45, and 49). Basically, any self-concept instrument which has been used with the conventional population will inquire regarding school circumstances, as these have been found to influence self-concept.

The PHSCS instructions indicate that the child should not skip any items. If the item is true or mostly true, the child is to circle "Yes"; and if false or mostly false, he will circle "No". Home-schooling children may be able to answer items 1, 7, 27, 30, and 42 in a way that will be positively distinctive, and indicate significant differences from the conventionally schooled population (which, of course, is in part what this study is about!). Item 10 may be applicable to home schools. If no tests, however, are given, the child will not be able to "Yes", and consequently will answer "No" and will be scored towards a positive self-concept.

The two remaining items, 45 and 49, could be somewhat problematic for a home-schooling child, and as such may in effect introduce certain biases which will need to be recognized. For example, if a home-schooling child has previously attended a conventional school, item 45 could be answered, I suppose, referring to either the conventional school or the home school. Item 49 does not pose great problems unless there is only one home-schooling child in the family. In that case, it could potentially introduce a certain degree of confusion for that child.

Once again, I wish to thank you for your interest and critique. Our critics are indeed our best friends. I would also wish you the best as you continue your home-schooling endeavors. As a product of twelve years of home schooling, I can appreciate your interest in alternative education. Have a special day!

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

Mr. John Wesley Taylor
 Department of Curriculum
 School of Education
 Andrews University
 Berrien Springs, Michigan
 49104

14 February 1986

Dear Mr. Taylor:

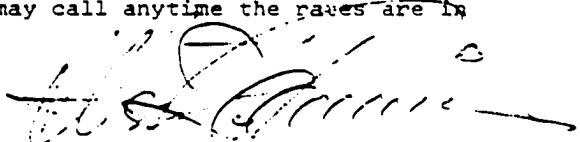
The questionnaire for your study of the matter of social deprivation of home schooled children was sent to us by Holt Associates.

Because my wife and I are older parents, our two adopted sons do not fall within the age range required by your study. Therefore we will not be able to take part in your study. Because we do not normally associate exclusively with other home-schooling parents, there is only a small chance that we will find someone to whom we can give the questionnaire, but we will try.

On the other hand, it is our definite intention to have our sons learn at home under our control and to that end, we are very much interested in your study and what it will reveal on this important issue. If you are interested, as a child myself, I had very little formal schooling relative to my present accomplishments and can quite possibly give some insight into the effects in later life of not having what is normally taken to be an age-peer group relationship. While you may be able to reveal much about the fallacy of the socialisation argument against home-schooling by studying the children who are actually being home schooled, your position might be strengthened by some input from an adult whose peer group relationship was similar to the children you are studying directly. There are only a few of us around, but we are here and doing well. Be in touch with me at your convenience if you are interested. We have our own phone system that is interconnected between the mill and my home. You may call anytime the rates are in your favor.

Kind regards and thanks.

AAF:ps


 Allen A. Fannin

fannin
 SPINNERS/WEAVERS
 WESTDALE NY 13483
 315/245/2887

Dear Dr. Moore,

We received the psychological test in yesterday's mail and are sorry to say we cannot participate neither do we want to pass it on.

We whole-heartedly approve of the job you are undertaking in doing this research and would like to help. Our children have only been home schooled for less than a year. The families we know personally that have always home schooled (about six families) have extremely sociable children that have well-mannered and beautiful personalities. I would say they are more outgoing and confident than our children who spent their first 3-4 years of education in schools.

The reason we will not participate in the testing is that we do not approve of the nature of the questions. In fact I was shocked to receive such a test from you. In striving to guide our children in forming christian consciences, we find questions of this nature offensive. We would not wish to introduce or reinforce such thinking in our children. One of the reasons we wish to keep our children home is to escape such psychological testing that could have a destructive effect on a child's self-image and morality. It's hard to see how such a test would have much value in its results and it does not seem to be particularly suited to the home-school environment. I understand that perhaps there were no better tests to choose from and the need to use tools acceptable to present educators and legislators. If this is the case, it seems that this is another area in need of your expertise.

May God bless you. Sincerely,

2/24/86

Dear Friends,
We honor your
preferences.

At the same time
I must tell you that
our research info.
has been the most
persuasive at legislatures
& in courts. Without
it home schooling might
be far behind where we
are today.

HEWITT RESEARCH FOUNDATION

P.O. BOX 9, WASHOUGAL, WA 98671-0009 (206) 835-8708

271
EXCERPTS FROM NON-RESPONDENT COMMENTARY

Only two families in our congregation "home school."

We thank you for including us in your survey; however, our children have all graduated from the twelfth grade. Home school was a valuable and rewarding experience for both them and us. The four taught still reside at home and continue to have classess and study Latin, Scholastic Philosophy and Religion. If we had it to do over again, we would keep all of our children out of public schools. "Too soon old and too late smart."

Not applicable. I am 72 years old.

I have no children in school.

I plan to home school my children in the future. (Ages 3 years and 10 months.)

I am not involved in home schooling at this time. My son is only 17 months old.

I'm sorry but I cannot get my child to complete the self-concept scale sent to me. He's on vacation with his mother for several months. However, as a home-school researcher myself, I'd certainly like you to share your findings with me.

I am very glad to see you are doing this survey. Unfortunately, I won't be able to help as we have made the difficult decision to use public school for our six-year-old. It seems to be working out okay. Personally, I was more afraid of the negative social input in a public school setting than of poor academic standards.

My daughter is 7 1/2.

My children go to public school because I believe I would be in court if they didn't. I would rather teach them at home. However, I do not believe they would be socially deprived if they did not go to school. They have friends at church, at little league basketball, swim team, soccer, and football. They also have neighborhood friends.

I'm not teaching my son right now because I had surgery and he's mile from here.

No child in our family in grades 4-12.

Our child is not yet in home schooling.

Although interested, I am not home schooling at this time.

Sorry we can't help you, for our oldest is a third grader, now in school.

We are not currently home schooling. My son, age 12, attends a small alternative school. We home schooled in 1983-4.

Sorry but our girl is only six and our boy is five. We are open to this type of survey in the future. Keep up the good work!

I am not a parent, and therefore cannot be of any help in this regard. I am, however, interested in your research and would like to know about your findings.

We cannot participate because we are not home schoolers. Best of luck in all your efforts!

We were considering home schooling, but have our children in a Christian school where all the teachers are certified. At this time home schooling wouldn't work for us.

I'm sorry that I cannot help you, as my son is too young. Secondly, I notice that the Piers-Harris test frequently refers to school, such as "when the teacher calls on me" and "in school." The home-schooled child has no frame of reference to respond to such questions.

Although I am interested in the home-schooling concept, my own children are currently enrolled in a parochial school.

I'm sorry, but my child is not old enough for your study.

I am not a home-schooling parent. I'm an attorney who has been involved in home schooling for ten years or so.

The seven-year-old child who lives here goes to a public school.

My child has not been home schooled long enough to participate, but might I suggest that a test geared to conventional school situation need instruction for home schoolers. All the questions about "school"--do you with them to refer to the institution or to the home?

I am not a home-schooling parent.

I do not have a child who meets the enclosed qualifications. I do support what I call non-compulsory education with all my heart. I support your endeavor whole-heartedly.

I am sorry that I am unable to respond to your survey. I am an assistant professor of education at the University of _____.

At the present time I am reasonably satisfied with my older son's public school and my younger son's all-day private Montessori kindergarten. However, I like to keep as many options open as possible. My best wishes to you in this study.

I wonder if any differences you find might not be the result of self-selection to begin with (a parent, for example, might not want to subject an extremely shy child to the pressures of school). On the other hand, I think the whole subject of socialization and self-image out to be put outside the mission of public schools anyway. It's none of their business and distracts them from their real business.

The only reason I agreed to take the time to write you was because the _____ home-schooling agency had anything to do with you. Their credibility is very strong.

Our older girl who was home schooling just enrolled in public school last week. She had been complaining about everything.

Good luck with your endeavors because the more normal home schooling is viewed in mainstream society the more our babies will benefit. Don't ever let it slip by that the oddity of home schooling takes a toll on everyone. It is a scary, hard, and lonely choice that even the strongest of us sometimes can't see through. I am glad I kept mine out as long as I did.

I regret that I cannot respond to your research survey, because I am not currently involved in home-schooling, although I am fascinated and inspired by what I have read so far on the subject. I am a graduate student in education. It's great to learn of your project involving home-schooling which will help give it the recognition and respect it fully deserves.

We received the enclosed survey and would love to help you with your research, but we do not fit the group you are surveying. We hope that you get a good response and are able to fill in a much needed statistic for us. Of all the criticism we are getting, the socialization aspect is the most frequent. Thank you for being willing to do this.

Our son is one year old. He is not able to participate in the self-concept study yet. Good luck in your research. Let us know where we can read your results.

I am not a home-schooling parent but a journalist with a keen interest in home schooling.

I am sorry I could not help you with your survey but our children are ages 3 and 18 months. We subscribe to _____ journal because we anticipate home-educating our children.

I feel privileged to have received, in your random selection, an evaluation on home-school sociability. Unfortunately, I must return it unfinished because my children are only 18 months and 4 years old. I am anxious to see the results of the study in the _____ journal.

We would like very much to help you in your research, but our children are younger than what you are interested in. We are home-schooling a second grader and a child in kindergarten and we are very pleased with the progress we're making.

At present, my children are not being home schooled. I'm sorry we could not be of help.

APPENDIX E

RESPONDENT COMMENTARY

John Wesley Taylor V
 Department of Curriculum and Instruction
 School of Education
 Andrews University

Dear Wesley,

I am delighted that you are doing the sociability study on home-taught children. It's about time someone did!

My husband and I believe that both of our home-taught children (Claire, 13, and Spencer, 9), are well-adjusted in every way, and we are told repeatedly, by Sunday School teachers, friends, neighbors and often relative strangers, that both of them exhibit outstanding character. They do seem to be able to get along well with every age group, and both appear to be "sought after" as playmates. In interpersonal relations, both children appear to be very diplomatic, and tend to handle "touchy" situations much the same way as adults do, preserving the dignity of others involved, as much as is possible. As parents with two grown, conventionally-schooled children, we are obviously pleased with what we believe are more positive signs of adjustment in our younger children than we saw in their older siblings at similar ages.

Following are a couple of experiences in which you might be interested. Last year, when we joined a new church, Spencer's Sunday School teacher called me so that she could get acquainted with his family. Without knowing anything about his home-schooled background, she positively raved about our then eight year old! I was pleased that she already was so impressed with Spencer's attitudes and behavior, how attentive he was, and how well he got along with the other children in the class. She called him a "peacemaker", I believe. She was also convinced that, because of his almost permanent smile, he was "angelic!" She indicated that he was "different" in the most delightful way, and that she wished that others were more like him. In fact, when she found out that he was being schooled at home, she immediately made an appointment to leave her work early and come to meet us at home and to see our schoolroom! You could not convince her today that home schools produce bad products!

Claire, too, appears to be as much of a delight to others as she is to us. A friend of ours, a father of six, who, besides teaching in a seminary and recording a daily radio program, also travels across the country speaking

and debating the philosophical and theological issues of our day, told us that ever since he had found out that we were teaching Claire at home, he had "made it a point" to observe her closely. After watching her for a year and a half, his conclusion was this: "Even if I didn't know anything else about home education, I would have to be in favor of it, simply on the basis of Claire's positive development." He believed that, in comparison to the other young teens in our church, Claire exhibited, both with children and adults, much more poise, self-assurance, and maturity, than did others in her age group. As a result of their exposure to home education through our family, he and his wife now are encouraging their married children to teach their children at home.

By the way, I don't for one minute believe that their positive development is entirely due to superior parenting, but due more to the "natural" environment that God intended children to experience.

I thought that Claire's verbal reactions to a few of the statements on the self concept test were most revealing, so I thought that I would include those that I could recall. For instance, she was somewhat concerned about the "I am lucky" statement, because, as a Christian, she really doesn't believe in the concept of "luck", rather in the providence of God. However, she said she answered it affirmatively because other children are always telling her that she is "lucky" because she gets to learn at home! Upon pondering the "I am different" statement, she said that, although she felt that she was different in the sense that she was unique, she finally decided that the question probably was intended to be answered positively by children who feel that they "stick out like a sore thumb." Also, she said she had some difficulty in knowing how best to answer # 63. She said she answered negatively because it referred only to leadership in sports and games, not "activities" in general. Her sporting life is fairly limited to gymnastics instruction, and jogging and riding a bicycle with friends - only rarely does she play group sports. She has won numerous trophies in various statewide piano competitions, but that, too, is an individual endeavor. Since she does take a very active leadership role in various church-related activities, (she has been president of her S.S. class, and, in fact, has a solo in her select youth choir tonight at church), she feels that, had the statement included other activities besides sports and games, she would have answered differently. I expect that many home-schooled children will have similar reactions. Wouldn't it make an interesting study to try to discern the reasoning underlying their answers to various statements?

I could go on continuously with anecdotes attesting to the efficacy of

home education, but thought I had better just offer the above. As you can tell, my husband and I are sold on what we feel is God's best method for rearing children! Thank you for tackling this subject. Will the data be available soon? I would like to use it in some testimony I am preparing for our local school board. Also, I know that Shelby Sharpe, the Texas attorney who is pursuing a class action suit in behalf of home educators, would appreciate having it before March 21, 1986, the date of the home school trial.

Sincerely,

January 26, 1986

Dear Mr. Taylor,

I visited with you on the phone a while back about your project addressing the question, "Are Homeschooled Children Socially Deprived"? You suggested that I write a short outline of our attempts to socialize our home schooler.

I feel academically our child is far better off learning at home. However I know that for him to be educated he must understand the outside world. He will need to be comfortable and productive there. So briefly, here is what we are doing in hopes of providing for him, at home, in this area.

We always look for opportunity to provide socializing. We try to make the most of trips to relatives, having cousins over for the night, business trips, church and so-on.

We also have scheduled activities each week. One afternoon he plays with a few homeschool kids here. One morning is spent at another home schooling family's home doing music projects and playing. At least a dozen children are involved with this. Friday is roller skating day and most of the home school kids participate. Also a Spanish class meets once a week.

The Home School Association sponsors many parties, field trips and special learning days. Jason also goes to Boy Scouts.

I am interested in participating in your research. I think that this is a very important question that you pose. To do the best job possible in educating our children we need to question what we are doing.

Sincerely,

I am in receipt of your Self-Concept Scale. I have only one regret - that this couldn't have been filled out while our daughter was in school, so you could compare her self-image then with how she feels about herself now.

Our daughter was in school for kindergarten, first and second grades. By the time those three years were over she had lost complete faith in herself. Her self-image was poor and she felt she was dumb. We have since been trying to rebuild her self-image. Picking up the pieces has been a hard job. She does fine with her schoolwork at home, but is ready to fall apart at the mention of having to take a test in a school. Taking a test in school was sitting there feeling stupid. Things were so bad that she wanted to quit ballet (which she loved) because they were going to have a test, and she couldn't pass that either.

Anyway, I'd like to give you some arguments concerning home-schooling and what it can do for a child. Our daughter is an only child, but I don't feel she is socially deprived. So much emphasis is put on exposing a child to "peers." Ask yourself this question. How many people your own age do you associate with? Isn't it far more important that a person just have contact with other people? What difference does age make? And, isn't it much more important for a person to be surrounded by love rather than peer pressure and competition?

How did "peer pressure" help the boy who shot his principal in Iowa and killed him? I watched 20/20 and it pointed out how the other kids were constantly picking on this boy. He was also labeled "retarded" by a teacher when it turns out that he was quite intelligent. How did school help this kid? In New York a 14 year-old girl masterminded a plan to set fire to her school. She had an IQ of 150. The other kids didn't like her. How did school help her? And, why was the school setting the point on which these kids took out their frustrations? In the paper the other day a fifth grader was suspended from school for bringing in a gun to protect himself from the other kids.

Children are taught to compete against each other in school. In my daughter's second grade class I can recall that they had a system of "stars" for doing timed math fact tests. As the child passed the test he or she was given a star by his name. Great for the kid that's doing well, but what about the children who aren't for some reason or another? Are they being made to feel good about themselves? The world would be a better place if they were taught to help each other instead of compete against each other.

Our daughter's reactions to a summer recreation program and 4K

Meeting might interest you. She came home from summer recreation often noting how "mean" the other kids seemed to be to each other. She told of one episode where they ganged up on this "skinny" little girl and made her cry. She told of how they talked about each other behind each other's backs. She came home and told us how a twelve year old boy punched her in the arm twice. When I asked her if she hit him back she told me "No, you told me never to hit anyone. I went and told on him instead." At another time, our daughter had a "M Meeting" which is downstairs in the library. I was upstairs looking for some books when I felt this tug at my sweater. It was our daughter asking if she could stay up with me for a while because they were all screaming and yelling downstairs and "acting crazy."

In defense of homeschooling I can offer the following. When the space capsule blew up in front of my daughter's eyes, I was there to comfort her. I could use the word "God" and we could talk about "Heaven." They can't do that in school. They've removed "God" from their vocabulary. And, to me, how can you even begin to discuss such a tragedy without God and Heaven?

In defense of homeschooling, I would like to state that our daughter will not be exposed to drugs and alcohol. We don't use them.

I could go on for hours from what my family experienced with the "school system." I can only say that I thank God I am being allowed to teach my daughter at home. I shudder to think of what would have happened to her had we left her in school. She is now finding out "who" she really is. She's learned that she's not dumb and she's beginning to say "I don't know" and "I need some help." They're important words for all of us.

A Happy Homeschooling Mother

February 12, 1986

JOHN WESLEY TAYLOR V
Dept. of Curriculum & Instr.
School of Education
Andrews University
Berrien Springs, MI 49104

Dear Mr Taylor:

Enclosed is the completed demographic form, and the completed Piers-Harris Self-Concept Scale, that was recently sent to us by Holt Associates.

I find it very interesting that such a study is being done, in order to determine the question of possible social problems among home-schooled children.

I wonder, if one were to do a study, what the averages would show as to whether most juvenile delinquents are home schooled, or schooled conventionally? The same question arises in my mind as to which are more self motivated, which make better leaders, which are more well rounded in their education, etc.? Interesting thought, isn't it?

I enjoyed the opportunity to allow my 6th grade son to take part in the Self Concept Scale, almost as much as he enjoyed doing it! However, I wonder the validity of such questions as #'s 1,7,27,42, and 49, when they are so obviously geared toward conventional school children, and the test is being given to home schoolers as part of a study?

I truly hope you will make the results of your study available to Growing Without Schooling, so that those of us who participated anonymously, will benefit and learn from it.

thank you so much.

A contented home-schooling family.

Department of Curriculum and Instruction
 Attn: John Wesley Taylor V
 School of Education
 Andrews University
 Berrien Springs, MI 49104

Dear Mr. Taylor,

We appreciated the opportunity to fill out the enclosed questionnaire. My son completed the form alone and we discussed his answers after he finished.

This school year is our first for the experience of home schooling our two children and it has been an extremely rewarding time. We feel VERY strongly that this has been (and will continue to be) the best possible educational alternative for them. Socially they are far more well adjusted than when attending a formal class situation. Our 8 year old daughter has gone from being emotionally distraught over being 'dumb' (her own description), fatigued, and frequently tearful to a happy, rested and self confident little girl!!

Our 11 year old son has gone from being bored, unhappy in a chaotic classroom, and unchallenged creatively to being happy in a peaceful atmosphere, allowed creative freedom and doing work which requires thought and real learning instead of designed to keep him 'busy'.

Our children are active in our church, art and dance classes, our daughter is a gymnast - on a competition team, and because of no homework, they have far more time to play with their friends in the neighborhood. We have quality family time. We take field trips as a family on a regular basis.

I gave our daughter the questionnaire orally - just to see her responses. We were pleased and happy with her positive responses, knowing that a year ago they would have not been the same, though we have raised our children from birth to know they are loved and valuable as individuals.

We began home schooling to meet the needs for quality education, spiritual and emotional growth in our children. We feel it is working!

Thank you for your research. We will be looking for the results in the GWS issues to come.

Sincerely,

Dear Mr. Taylor,

The following anecdote tells how our daughter came up with the answer to the question of her socialization.

_____ started to work part-time at a local frozen yogurt shop. She has been praised for her work by bosses and co-workers alike.

One male co-worker about two years older than _____ was asking the boss's son about _____. The son told the co-worker _____ was a home-school student and had no social life.

When _____ got word of this comment she was furious. Her statement was, "I have the kind of social life I want." The focused her thoughts and she is very pleased to give this response to others.

Thank you for the opportunity to take part in your study. Regardless of the results, my experience has proven to me that self-esteem protected and nurtured at home builds leaders rather than followers.

Sincerely yours,

Dear Mr. Taylor,

As I mentioned to you on the phone, we have been in a custody fight since Sept., 1985. The grounds for the court case have been two-fold: (1) home schooling is not as academically sound as public schooling, and (2) the children are being socially deprived.

As of yesterday, the case has been "indefinitely postponed" and visiting agreements are being worked out.

I have two children at home--_____, 11 years, fifth grade, and _____, 8 years. The eight-year-old was in a gifted program in school and at home works in various grade levels 3-6. This is our first year at home and it has been hectic and far from ideal. However, we are truly enjoying it.

Things are now settling down. It looks like no more court dates. It may be interesting for you to know that through all this the children were included in discussions about them going back to public school. The children very opposed to any ideas. They agreed to all drastic cut in our lifestyle. We've sold some of our furniture (and some of their toys), changed our eating habits, got rid of the T.V. and the second car. All this with a spirit of adventure and willingness.

I do worry from time to time about their socialization. Neither of the kids have a neighborhood friend. They both have pen pals. _____ meets people well and is friendly. _____ just says he doesn't need any fiends. He prefers to play by himself. They each have one friend from school that they visit with about every other month. They were both in scouting but quit because it was too organized and the other kids were "rowdy and childish." They do go on field trips with our local home-schooling group and fit in fine.

Our pastor has been supportive and told me not to worry that they are learning about themselves. They will know who they are and their values rather than be easily swayed by a crowd as they grow up. So I've stopped trying to get them involved in scoutings, clubs, etc.

One nice thing that's came of this is that they have learned to get along better with each other.

I'll be eager to find out how your study goes. Will we get to see the results?

Sincerely,

Dear Wesley,

Hopefully this information will help you. I do not mean to criticize, but I feel uneasy about the questions. I realize that you did not make up the sheet, but it seems to be of humanistic origin. In the light of the Bible, we cannot feel "good" about ourselves. Only when we may know to be saved by grace can we feel "saved," but never "good" because we remain sinners. And because of God being left out in public schools and not rightly represented in most Christian schools we felt that the time was there to keep our four youngest children at home. I wanted to explain this first because I told the children not to answer questions they felt uncomfortable about. I have not checked them, it should be their own feelings they express.

Then about our home-school experience. We are very thankful to the Lord that He led us this way. We meant to keep the three youngest home, but _____, who was going into the tenth grade, begged us if he could try it. We let him, and he is going to do tenth, eleventh, and twelfth grade in two years. _____ is our "problem" child. Uncontrolled and disruptive. He never has accepted home school. He wants to go back to school. The reason I tell you this is because of the charge of unsociability. I find that the other children are very sociable, comfortable with older people, even meeting strangers. And _____, who thinks he needs his peers and the competition of school, is uncomfortable with other people.

The other children love being at home. _____ said the other day: I really have vacation all the time. _____ can go on as fast as he wants to. He specially likes math and is doing algebra. We also enjoy the flexibility. They would miss out on a lot of things if they were away all day. And being all day with children their own age did not help to develop a good character. I am very thankful for the opportunity to guide the influence on the children and hope and pray that we may keep this freedom.

God bless you and may you be instrumental to this end.
Sincerely,

Dear Mr. Taylor,

Quickly I must enclose a note to you, thanking you for this study.

_____ had a hellish time in public school socially, academically, and spiritually. We consider it a miracle--the way she has changed. She is extremely creative--single-handedly giving a neighborhood Christmas pageant, for example. She plays the piano, the violin, and sings. She can paint pictures and act.

Being terribly behind academically when she left public school, she is catching up now. Although she tests out very high, I still don't consider her to be caught up in some areas, such as expressing herself on paper. (She was labeled L.D.)

Socially, she is a joy to everyone who knows her. The children at church follow her around and watch for what she will do in any situation. She is considered a leader and identifies with adults as well.

I cannot say enough good about home schooling.

Before home schooling, I dare say _____ would have answered almost all the questions with the opposite answer. Her self-concept was zero and going down. She was convinced she was the worst of God's creations.

Thank you again. Sincerely,

Mr. John Wesley Taylor
 Department of Curriculum and Instruction
 School of Education
 Angew University
 Berrien Spring, MI 49104

Dear Mr. Taylor:

I am writing in concern with the study you are currently conducting on the self-concept of home schooled children.

I myself am a so called home schooled child. My name is Greta Victoria Foote and I am age fifteen. I have just finished taking 'The Way I Feel About Myself' Self-Concept Scale, and I feel that most of the questions on this scale are not very clearly stated. Many of the questions were hard for me to answer because the questions did not pertain to my lifestyle, or I thought it was no one's business.

I do not feel socially deprived and seriously doubt many other home schooled children do. To tell the truth I am thankful that my parents removed me from the public school system. I feel that they have given me a better chance to succeed in today's world. Not only do I have more time to devote to my studies, but I don't have to deal with the discrimination found in public schools; discrimination not only from other students, but from teachers.

The discrimination that I refer to is similar to the discrimination that Leslie experienced in BRIDGE TO TERABITHIA by Katherine Paterson.

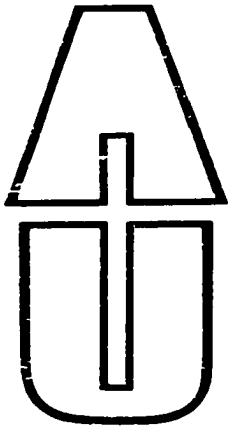
In the book Leslie's parents had chosen not to have a TV. The teacher assigned a evening program for Leslie's class to view. The teacher and all the class, except for Jess, Leslie's best friend, thought it was 'passing strange' that she did not have a television.

As you must already know there is great pressure for kids to conform in a typical classroom, to the rules our society dictates to them as 'normal'. I for one enjoy being myself.

Yours truly,

Greta Victoria Foote
Greta Victoria Foote

COPY: Donna Richoux



Andrews University Berrien Springs, Michigan 49104 U.S.A. (616) 471-7771

February 24, 1986

Dear Greta Foote,

Thank you very much for your recent letter. I truly enjoyed reading it, and appreciate your interest in this study and your perspective regarding the issue of social deprivation.

From our perspective, we indeed recognize that the Piers-Harris Self-Concept Scale was originally designed to evaluate conventionally schooled children. Hence, for a home schooler, some of the questions on the instrument may be more difficult to answer and may not pertain as directly to a home-school lifestyle.

As the analysis will compare the self-perceptions of home-schooled children to those conventionally schooled, it was necessary, by the very nature of the study, to use an instrument which had been normed on the conventionally schooled population. We did examine quite a number of children's self-concept scales and selected the PHSCS as the most viable, realizing its limitations.

Once again I would like to thank you for your interest and contribution to this study. Best wishes in your learning experience.

Sincerely,

John Wesley Taylor V
Department of Curriculum and Instruction
School of Education
Andrews University
Berrien Springs, MI 49104

EXCERPTS FROM RESPONDENT COMMENTARY

Since being home schooled, _____ and I are getting to understand each other better. We have great fun together. (Instead of "My teacher knows more than you.")

In our case, self-image improved greatly out of school; he was significantly happier and well-adjusted as easily sociable.

We feel "socialization" as it is termed in public education is one of the worst traits of the modern systems. We are working to undo many things which overschooling did. To compensate for any possible deprivation in this area, we have the children participate in scouts--where the parents are active and aware in leadership, youth choir at church; in dancing classes--where they learn to perform before the public; and in an art and music class provided by the parents of other home schoolers, monthly. Home schooling in this short time of one year and a half has made our children less dependent on the approval of others of their age, more directed toward goals they set themselves, and closer in friendship to their brother and parents.

Thank you for being concerned about us and our children, and for all your hard work on this study.

We would like to have an advanced report of the study. God bless you for your wonderful work for home schoolers.

I am presently teaching my fourth grader at home. Our son is ten and doing alright. The schedule is a bit of a stress on both of us. We have not decided what we will do next year for his education.

I think your survey is an excellent idea, and I'm anxious to see the results. We try to foster self-esteem in each child. That is one of our primary goals.

We think we are on the right track.

I am very pleased with my son's growth and improvement in these last six months.

The first question we hear from neighbors, friends, relatives, doctors, and strangers when we talk about home schooling is their concern about the children's social life. People we know I can return the question, "Do you think my children are really socially deprived? The answer is "of course not." For some reason people think when we home school we lock them in closets. I think my children are more socially acceptable than their peers.

I am excited about your research.

Of all the comments made about us home schooling our daughters, this one of social depravity is top of the list.

There is a very large group of home schoolers in our area.

As she is an only child, we do have a few concerns on socialization.

It has been assumed that the social experience must be intertwined with the academic learning experience, but that is not so.

The main reason to home school her was to give her godly training and education in the same time frame.

Our church has 30-45 families home schooling. We have a strong organization, and plan excellent field trips twice a month. Sometimes, the homeschoolers are in each other's homes for visits and overnight.

The overall social adjustment has been good.

We have separated the academic learning from the social environment, while continuing to provide her with plenty of contacts with children, even learning time. But even if we didn't, I'm not so sure that semi-isolation is so terrible.

Much of social interaction among children, even Christians, is petty, fighting, comparison, and painful.

We love home schooling (this is our second year) and we're anxious to help promote good will toward home schoolers in any way possible.

We love home school, and are OFTEN asked about those "terrible" effects of not being in large group situations.

We feel she has plenty of outside activities and is well adjusted. In fact, much better than she was when we began home schooling.

I was excited to read about the research being carried out that is related to home schooling. My wife and I have been involved with teaching our children at home now for four years. Recently I undertook the goal of getting an Ed.D. As I discussed home schooling with several professors and found some that are favorable. None were very excited about a dissertation in the area of home schooling. They were concerned about the lack of any work having been done in the area. We would be excited to hear about your work.

Socialization played a part in our decision to home school.

Please send us your results.

I am glad that you are conducting research in this area.

Thank you for allowing us to participate in this survey. It was a real eye-opener for my husband and me to see how about herself. We are looking forward to seeing the results of this survey.

Most of these answers were answered in regard to home school. If they were answered six months ago in public school, most of the answers would be the opposite.

Here's how we are handling the testing conditions. I filled out the parent form and put it in the envelope. Then I told _____ about the test and said that no one except the researchers would know what she said. As soon as she finished, she should put the test in the envelope, seal it, and post it.

Thank you for conducting your survey.

People have brought up the question of socialization of the children. I feel they get quite a bit, and more diverse than school children. They meet and work with children through swimming, tumbling, dancing, and soccer. They also have friends over two or more times a week. The diversity comes in due to being able to meet and work with other adults during the normal "school hours" especially at local businesses with their proprietors. The boys also work with the neighbors (elderly ladies) during the day.

When one's questioned about _____'s social life, I ask them if school is just a social life or a learning. My daughter is more relaxed, healthy, and creative for now she uses all her senses instead of simply the visual-audio.

We are pleased to see that an effort is being made to assess the various differences between ("home") education and (mandatory, formal) schooling. If you would like some help putting together a questionnaire specifically for kids outside of the school experience, we'd enjoy making suggestions. We'd also enjoy seeing the results of this survey.

We are glad to participate in your home-school research. Please let us know if we can be of further help.

_____ left public school with a very low self-esteem and a total feeling of rejection. I have seen much improvement over these past few years but the battle is not yet won. I would be interested to hear your findings.

We decided that she should answer the questions about school in the questionnaire using her feelings about similar situations in Girl Scouts and art classes that she takes.

Since he is the only one in our school, we have used his karate class and 4-H club as the basis of answering the "school group" questions.

Much as I appreciate your trying to do a valid study on this subject, this questionnaire cannot really be logically used on home-schooled children. Note for instance questions 1, 7, 12, 42, 49, and others. I had my daughter answer these according to how she feels about our home school, but is that, in fact, fair to the other students who face more "opponents" in a larger system? This questionnaire certainly should make home-schooled children appear in a good light! Which, of course, I am convinced of anyway, but let's try not to overdo it!

He is very mature for his age and gets along very well with other and enjoys adults. Home schooling has enhanced his personality by letting the positive develop.

Our oldest son filled out the form easily with the exception of questions he felt were directed by wording toward girls (i.e., "I have a good figure."), and one he mentioned as being too vague. That one was about being an "important" person when he grew up and this was his comment to me in the kitchen as he sat filling out the form: "Important? Everybody is 'important'--how do they mean it? Important to my family? to the world? to society?" I thought this, especially was a valid point to make to you if you want thoughtful, honest responses to your survey.

We are also enclosing a self-addressed stamped envelope for an advance report of the results.

APPENDIX F

DATA BASE

DATA ARRANGEMENT

<u>Var. No.</u>	<u>Variable Name</u>	<u>Columns</u>
1.	ID NUMBER	1-3
2.	AGE OF HOME-SCHOOLING CHILD (in years)	4-5
3.	GRADE-EQUIVALENT	6-7
4.	GENDER OF HOME-SCHOOLING CHILD (1 = Male; 2 = Female)	8
5.	NUMBER OF SIBLINGS	9-10
6.	YEARS OF HOME SCHOOL COMPLETED (expressed in integers)	11-12
7.	EARNINGS CATEGORY (1 = <10,000; 2 = 10,000-14,999; 3 = 15,000-19,999; 4 = 20,000- 24,999; 5 = 25,000-29,999; 6 = 30,000+; in dollars)	13
8.	LOCALITY OF RESIDENCE (1 = Urban; 2 = Suburban; 3 = Town or Village; 4 = Rural)	14
9.	CONVENTIONAL SCHOOL ATTENDED (1 = Yes; 2 = No)	15
10.	NUMBER OF HOME-SCHOOLING CHILDREN	16-17
11.	AGE BEGAN FORMAL SCHOOLING (in years)	18-19
12.	OPERATOR'S EDUCATIONAL LEVEL (in years)	20-21
13.	GEOGRAPHICAL REGION (1 = Northeast; 2 = Midwest; 3 = South; 4 = West)	22
16.	PHSCS GRAND RAW SCORE	23-24
17.	PHSCS SUBSCALE 1 RAW SCORE	25-26
18.	PHSCS SUBSCALE 2 RAW SCORE	27-28
19.	PHSCS SUBSCALE 3 RAW SCORE	29-30
20.	PHSCS SUBSCALE 4 RAW SCORE	31-32
21.	PHSCS SUBSCALE 5 RAW SCORE	33-34
22.	PHSCS SUBSCALE 6 RAW SCORE	35-36

111111111122222222223333333
123456789012345678901234567890123456

001110620502641020511274151412141210
002161110202621030513366151310141010
003120720402511020513261121208111006
004130820705441010515463161610130709
005090410201631030512368141609131010
006110520203241020605271161511141210
007161120201621010515371161510131110
008130710305521040816378161713141210
009100410202631020714367141410130710
010120720901621030517460131107101008
011090420204422020512375161712121210
0121005103026410405133761617121409C9
013120610300631010616476161611141010
014110520204342021014252141007110905
015130820301531010512472161511131210
016100520300631020516471151611121210
017100410302611020513468131712111009
018090420203641020513173151712130910
019100510305522030616173161709141009
020151020707241020515258131312090806
021110610201421020512271151411131010
022150810303521030615373161613141009
023150910401431010512264161212100810
024110520402641030517475161713131110
025110520202241030616270161511120909
026090420402641030517172161611131210
027171220503621040517345140505040607
028110620200331020514472161611131010
029150910000621010508144151005040105
030120710402431030516464141411120410
031150910803421050618377161713141110
032100510501641040512261161009141009
033100410001431010815365141310111009
034080410205642010516369141411131109
035171010105541020714372151712121010
036110510202541020513174161510140910
037110510404342020608470161412121010
038100520204642030307369151511121210
039110620300621030512375141612131210
040130720303631020520147121410050508
041080410203241020617175151713141110
042100510104542020717168151511110909
043110510201431030518256141107040906
044110510402641020612277151713141210
045100420401621020516362151308110810
046090420300621010912254131309060707
047120610205541020717274161713141110

1111111111222222222333333
123456789012345678901234567890123456

048171220211641030712471161612141010
049090420202631020517376151712131110
050120620203641020514377161713131110
051100510201631030416164161407130709
052110510404442030613474161611141010
053120620304521030616171151413131210
054100420402341050512172151512131110
055120620000111030616462161305121009
056110610200621020516178161712141210
057140810503431030714366151510130609
058110510501631030613276161712131210
059100410400641030512272161709140909
060110620302631010518357121208100806
061090410100341010514269161411120910
062100520203142030716174151712141110
063100520704621020513167161409140809
064100420201531020814168151510120810
065090410302431020516474151710141010
066120720103241020512265161310130510
067090410202441020513378161712141010
068120720100421020514467161712110609
069161020205441020618374161612141110
070100420201621020816370151510131009
071090410304622020816266161306141010
072161120207221030515369161708140810
073100520100541020515151141507050605
074130920206621030614365151509130809
075090410502511030614469161310111010
076130810102631020513464151511100909
077100420101641020518267151410131010
078100410203642030212169161409131109
079140910400641050514475161610141010
080140810003631010614172151513121110
081130710401621040516476161713141110
082090410302611020716465131511121008
083130820206621020815370161507140710
084110520104641020714478161613141110
085110510204641020702153141204120709
086090410304512020516369151513130810
087100820601211060512155141209090608
088120620100631020416361151409110409
089130820404341030413431041007050204
090150920602241050617469161711131110
091110620304331030515365161507130908
092140810402341010609158141108100910
093151020202621060617370161511131110
094171210012622010316472161612120910

11111111112222222223333333
123456789012345678901234567890123456

095090410502621050716162151107130709
 096120620301441020512279161713141210
 097100410103342020714476151611141110
 098171220201131010512129080305070110
 099120610201621020417463151309120810
 100110520302641030512168121712091210
 101110510101641020614266161409120910
 102100420103421020512168161712110508
 103140821204621030612278161613141110
 104130910306531020616369151412131110
 105100520403321050512267161310120910
 106090410400641020212256151403120708
 107090420002531020514470151411110910
 108100410201641010412333100707040604
 109090410104622020516376161712141110
 110140910306641020419269141412131010
 111100420501621020512363161309100509
 112151020501411040519368151607101107
 113100420401311020516271151711101010
 114120710101421020517436110602100406
 115130810303631030513273161512131009
 116110610402641020915271141412121009
 117090420103641020616478161613141210
 118161120005631010514371161612120810
 119090410201341040514453120906110907
 120090410200242020513453131309080707
 121090410005242010413448141006080706
 122090420101411020512479161713141110
 123140910105141010516470151510141110
 124120610104621020612475161713141010
 125120720202121030512276161711141110
 126090410203332010516171161512121109
 127110510204241030717276161713141210
 128120620106431020518275161613141110
 129090410103621020619258131408091007
 130120610301441030413273161713111110
 131130610403641040513274161712141010
 132120610302621020514264151508111209
 133140910405621030516178161713141110
 134150910403621030516263161208100807
 135100420100611010512364141109110810
 136120720104641020516479161713141110
 137120710306622040316471161111141110
 138100520103521020703474161613120910
 139090420200541020517466141511110910
 140100420101511020516166141609121010
 141100510201221020516270161510141110

11111111112222222223333333
123456789012345678901234567890123456

142110520403621020516479161712141210
 143151010203541010620139020807090906
 144110810104342020917474161712141010
 145100420104341020517468161509120810
 146120720300621020514162161605090905
 147100420401641020510176151613141210
 148100420304442040713158131108120809
 149130820204421030513477161713141109
 150100510304242030512269161508131010
 151110610201441020517165131313141109
 152130920504611010320446120908090709
 153120420104342020612262151410110409
 154131020108141020617461121213091010
 155100510201641030514169141412131210
 156110510206521030512471151313141210
 157161010610442050421260151107130809
 158120720606312040619479161713141210
 159110620301641030516471161613131010
 160120720305611030500466151609130910
 161100410204642020816270161512110809
 162110610104632020618263151606120608
 163100420203321010516270151411131209
 164140810100241020612175161712131110
 165150910208242030615168151511131010
 166090410403521010415274161711131109
 167090420204632030916271161511141109
 1681004203004210205124470906090807
 169120610402631030417358121008110809
 170100510102641020512373151613131010
 171151020306441040522366161711080810
 172140810101321020515451090908140906
 173140820202241030615475161613141110
 174100420200141010514270151512091110
 175090410204632030814161131106140908
 176100520104522020514276151613131210
 177110520003611010819276151713141110
 178120610102621010617356151407050306
 179150910002441010513334081106000303
 180130820402521050512463141511110709
 181100410304642030617475161712141010
 182151020302621040514279161713141110
 183140810001421010516161141609100809
 184100410402431050516271161411141110
 185130710100531010517370161312121010
 186120720000621010613375161712111110
 187110610202241020514474161511141010
 188100520403521020514471151710121010

111111111122222222223333333
123456789012345678901234567890123456

189130810704541050515469151710120909
 190100510603641040612146120904130605
 191140920505231010416441110601070506
 192130720103641020515448151008080506
 193151021000641070412377161713141110
 194090420403622020503371151612141010
 195161010401611030512264131311131209
 196110620402141030512154161309050809
 197120620304141010712343071208090309
 198110620105422020512471151711111010
 199171120002611030616363141407131108
 200120610502641040517354161211060410
 201110620402641030517268151611111010
 202130610307142030706266161208120910
 203100520405642040514471161610120909
 204110510102641020512175161712141010
 205140810302421040614469161609140909
 206110520303541020514163141209130710
 207080410302641030512275161612141010
 208100510101641020512372161713131109
 209151010701631050412163161512090708
 210161120101421020616365161510130610
 2111100420302141030512370161512121010
 212130820303531030614463151310120910
 213090420100621020516370161411091110
 214120610204411030616273151513141110
 215060420204632030216169161512090909
 216110610202211030519360141207120909
 217090410003632010517271151712130810
 218161010301131010515443111009050707
 219100410102631020515279161713141210
 220110520002111010719464161410120410
 221130720503231030616466161408130910
 222120710203241030514465161512141009
 223100520401441020614479161712141210
 224100410102142020812370121613131210

LITERATURE CITED

- Adkins, G. A. "Moral Judgment, Intelligence, Self-Concept, and Social Behavior of Fourth Graders." Ed.D. dissertation, West Virginia University, 1976.
- Aguero, R. "An Investigation of the Relationships between Self-Concept, Motivation for Schooling, Attitude toward Mathematics and Reading, and Actual Achievement in Mathematics and Reading among Mexican-American and Anglo Junior High School Students." Ph.D. dissertation, Pennsylvania State University, 1981.
- Amato, P. R. The Piers-Harris Children's Self-Concept Scale: An Evaluation of Its Use on an Australian Population. Melbourne, Australia: Institute of Family Studies, 1984. (ERIC Document Reproduction Service No. ED 255 307).
- American Psychological Association. Standards of Educational and Psychological Tests and Manuals. Washington, D. C.: American Psychological Assoc., 1966.
- Anderson, G. R. "A Study of Cherokee and White Eighth-Grade Student Career Development." Ph.D. dissertation, University of Illinois, 1983.
- Anderson, M. D. "An Investigation of Relationships of Work-Study Skills and Self-Concept of Students Enrolled in Grades Four through Eight Attending Seventh-Day Adventist One-Room Schools in Texas." Ed.D. dissertation, Texas Woman's University, 1983.
- Ashby, M. L. "The Effect of Self-Concept on Children's Learning in Religious Education." Ed.D. dissertation, George Peabody College for Teachers, 1968.

- Ashford, B. H. "A Study of the Relative Effectiveness of Value Clarification on the Self-Concept of Rural Sixth-Grade Children." Ph.D. dissertation, The University of Mississippi, 1984.
- Atolagbe, E. O. "Correlation of Self-Concept and Values in Social Classes, Races, and Sexes." Ph.D. dissertation, Ohio State University, 1975.
- August, G. J.; Rychlak, J. F.; and Felker, D. W. "Affective Assessment, Self-Concept, and the Verbal Learning Styles of Fifth-Grade Children." Journal of Educational Psychology 67(December 1975):801-6.
- Axelrod, C. O. "An Investigation of the Relationship Between Self-Concept and Parental Perceptions of Preadolescent Remedial and Achieving Readers." Ed.D. dissertation, Temple University, 1982.
- Baden, M. J. "A Comparison of Composition Scores of Third-Grade Children with Reading Skills, Pre-Kindergarten Verbal Ability, Self-Concept, and Sex." Ph.D. dissertation, The University of Nebraska, 1981.
- Baron, R. M.; Bass, A. R.; and Vietze, P. M. "Type and Frequency of Praise as Determinants of Favorability of Self-Image: An Experiment in a Field Setting." Journal of Personality 39(December 1971):493-511.
- Beckwith, L. J. "An Investigation of Cultural Bias in the Piers-Harris Children's Self-Concept Scale." Ph.D. dissertation, United States International University, 1984.
- Benson, J., and Zarnegar, Z. Testing the Structural and Theoretical Aspects of Construct Validity Using Confirmatory Factor Analysis. New Orleans: American Educational Research Assoc., 1984. (ERIC Document Reproduction Service No. ED 243 916).
- Benson, R. A. "The Development of a Home School." Ed.D. dissertation, Brigham Young University, 1981.
- Berler, M. H. "Perceived Parent-Child Relationships and the Self-Concept of Intellectually Gifted Children." Ph.D. dissertation, California School of Professional Psychology, 1981.

- Berryman, C.; Larkins, A. G.; and McKinney, C. W. Self-Concept and Sex of Rural Children. Montreal: American Educational Research Assoc., 1983. (ERIC Document Reproduction Service No. ED 231 585).
- Bertineti, J. F., and Fabry, J. "An Investigation of the Construct Validity of the Tennessee Self-Concept Scale." Journal of Clinical Psychology 33(1977):416-8.
- Beshoner, J. "Home Education in America: Parental Rights Reasserted." University of Missouri Law Review 191(1981):49.
- Birkhauser, J. C. "The Effects of Group Dynamics on Self-Concept in the Elementary School Classroom." Ed.D. dissertation, United States International University, 1985.
- Bishop, I. S. "Effects of Marital Conflict and Social Network Density on the Self-Concepts of Children in Intact and Separated Parent Families." Ph.D. dissertation, Indiana University, 1983.
- Bisignano, J. A. "The Relationship Between Open and Traditional Learning Environments and Student Self-Esteem." Ed.D. dissertation, University of San Francisco, 1981.
- Bledsoe, J. C. "Self-Concepts of Children and Their Intelligence Achievement, Interests, and Anxiety." Childhood Education 43(1967):436-38.
- Bloom, R. B.; Shea, R. J.; and Bong-Soo, E. "The Piers-Harris Self-Concept Scale: Norms for Behaviorally Disordered Children." Psychology in the Schools 16(1979):483-86.
- Bolton, B. "Factorial Validity of the Tennessee Self-Concept Scale." Psychological Reports 39(December 1976):947-54.
- Borelli, M. D. "The Effect of the Practice of Meditation by Eight- to Eleven-Year-Old Children on Their Trait Anxiety and Self-Esteem." Ph.D. dissertation, New York University, 1981.

- Bowerman, C. E., and Kinch, J. W. "Changes in Family and Peer Orientation of Children between the Fourth and Tenth Grades." Social Forces 37(1959):206-11.
- Brembeck, C. S., and Grandstaff, M. Social Foundations of Education. New York: John Wiley and Sons, 1969.
- Brody, G. F. A Longitudinal Study of Self-Concept, Attitudes toward School, and Vocational Aspirations in a Group of East Cleveland Minority Children. Cleveland, OH: Armington Research Program, 1984. (ERIC Document Reproduction Service No. ED 255 311).
- Bronfenbrenner, U. Is Early Intervention Effective? New York: Simon and Schuster, 1970.
- Brookover, W. B.; Patterson, A.; and Thomas, S. "Self-Concept of Ability and School Achievement." Sociology of Education 37(1964):271-8.
- Bross, T. J. "A Study of the Relationship of Self-Concept, Creative Thinking Abilities, and Academic Achievement." Ph.D. dissertation, Kansas State University, 1979.
- Brownfain, J. "Stability of Self-Concept as a Dimension of Personality." Journal of Abnormal and Social Psychology 47(November 1952):596-606.
- Bruce, C. W. "A Study of the Effects of Tutoring upon Academic Achievement, Self-Concept, and Study Habits and Attitudes of Freshman Male Athletes." Ph.D. dissertation, George Peabody College for Teachers, 1975.
- Bryant, C. R. "A Comparison of Two Arithmetic Programs on the Development of Basic Arithmetic Skills and Self-Concept of Learning Disabled and Normal Sixth-Grade Students." Ed.D. dissertation, University of South Carolina, 1980.
- Burk, J. H. "Relationship between Self-Concept and Verbal Skills in Mildly Mentally Handicapped Children." Ed.D. dissertation, Ball State University, 1983.
- Byham, L. W. "Social Skills Training to Improve the Social Skills and Self-Concept of Learning-Disabled Adolescents." Ph.D. dissertation, University of Pittsburgh, 1983.

Calhoun County Department of Education v. Page, 83 DR 966,
S. C. Fam. Ct., Calhoun County, South Carolina,
June 28, 1983.

Callison, C. P. "Experimental Induction of Self-Concept."
Psychological Reports 35(December 1974):1235-8.

Campbell, R. L., and Martinez-Perez, L. A. The Relationship among Intellectual Development, Achievement, and Self-Concept of Elementary School Minority Children. Atlanta: National Assoc. for Research in Science Teaching, 1979. (ERIC Document Reproduction Service No. ED 171 828).

Cantrell, R. J. "School Achievement as Related to Self-Concept, Attitude toward School, Athletic Participation, and Race of Ninth-Grade Students." Ph.D. dissertation, Purdue University, 1979.

Caplin, M. D. "The Relationship between Self-Concept and Academic Achievement, and between Level of Aspiration and Academic Achievement." Ed.D. dissertation, Columbia University, 1966.

Carrere, T. A. Legal Aspects of Home Instruction. Knoxville, TN: Southern Regional Council on Educational Administration, 1983. (ERIC Document Reproduction Service No. ED 248 580).

Cartwright, D. "Emotional Dimensions in Group Life." In Feelings and Emotions. Edited by M. L. Reymert. New York: McGraw-Hill, 1950.

Chaney, M. L. "Selected Characteristics of School Adjustment." Ph.D. dissertation, Indiana State University, 1980.

Chang, T. S. "The Self-Concept of Children in Ethnic Groups: Black American and Korean American." Elementary School Journal 76(October 1975):52-8.

Chauvin, J. C. "A Study of Leadership Potential in a Selected Group of Gifted Students." Ph.D. dissertation, University of Southern Mississippi, 1982.

Christian, Q. A. "Relationship between Physical Fitness and Self-Concept." Ph.D. dissertation, East Texas State University, 1969.

- Clark, E. S. "The Relationship between Self-Concept, Reading Ability, and Mathematics Ability." Ed.D. dissertation, Rutgers--The State University of New Jersey, 1976.
- Clarke, J. I. Self-Esteem: A Family Affair. Minneapolis, MN: Winston Press, 1978.
- Clarke, R. R. "Differences in Self-Concept among Students Identified as Emotionally Disturbed, Educable Mentally Retarded, and Normal." Ed.D. dissertation, University of Georgia, 1975.
- Clements, R. O.; Peck, R. F.; and Green, J. L. "The Rich Get Richer" . . . In School, Too. Austin, TX: Texas University, 1978. (ERIC Document Reproduction Service No. ED 159 238).
- Coleman, J. M., and Fults, B. A. "Self-Concept and the Gifted Child." Roepner Review 5 (April-May 1983):44-7.
- Colon, J. "An Investigation of the Effects of Migration, Self-Concept, Attitude toward Mathematics, and Achievement in Mathematics among Puerto Rican Return-Migrant Students and Puerto Rican Students Who Have Never Migrated." D.Ed. dissertation, Pennsylvania State University, 1982.
- Combs, R. G. "An Investigation of the Effect of One-to-One Interpersonal Relationships on the Self-Concept and Sociometric Status of Fourth-Grade Students in Cheyenne, Wyoming." Ed.D. dissertation, University of Wyoming, 1970.
- Comeaux, S. E. "A Study of Interaction Effects of Selected Variables with Reading Scores of Third Graders." Ed.D. dissertation, University of South Dakota, 1983.
- Commonwealth v. Roberts, 159 Mass. 403, 1893.
- Condrey, J. C.; Siman, M. L.; and Bronfenbrenner, U. "Characteristics of Peer- and Adult-Oriented Children." Prepared by the Dept. of Child Development, Cornell University, 1968. (Duplicated.) Cited in Moore, R. S., and Moore, D. N., Home Spun Schools. Waco TX: Word Books, 1982.

- Cook, K. E. "Differences between Self-Concepts of Disadvantaged and Non-Disadvantaged High-School Students within Certain Types of Rural and Urban Communities." Ed.D. dissertation, University of Maine, 1969.
- Coopersmith, S. The Antecedents of Self-Esteem. San Francisco: W. H. Freeman and Co., 1967.
- Coppedge, J. L. "The Academic Achievement, Self-Concept, Social Behavior, and Attendance of Ethnically Different but Racially Similar Children Attending an Urban Public School." Ph.D. dissertation, Fordham University, 1975.
- Diggory, J. C. Self-Evaluation: Concepts and Studies. New York: Wiley and Sons, 1966.
- Divoky, D. "The New Pioneers of the Home-Schooling Movement." Phi Delta Kappan 64(February 1983):395-98.
- "Dr. Raymond Moore: Champion of Home Schools." Focus on the Family, November 1982, pp. 1-5.
- Drude, K. P. "A Study of the Construct Validity of Self-Concept Measures." Ph.D. dissertation, University of Illinois, 1972.
- Dygert, C. W. "The Effects of a Human Relations Program on Self-Concept and Achievement of Eighth-Grade Rural Students." Ph.D. dissertation, The Ohio State University, 1980.
- Earl, R. B. "A Study of the Relationship between Frequency of Use of Independent Study Behaviors and Student Self-Concept." Ed.D. dissertation, University of Oregon, 1971.
- Engle, M. "The Stability of the Self-Concept in Adolescence." Journal of Abnormal and Social Psychology 58(June 1959):211-25.
- Farls, R. J. "High and Low Achievement of Intellectually Average Intermediate Grade Students Related to the Self-Concept and Social Approval." Ph.D. dissertation, University of Pittsburgh, 1967.
- Farrington v. Tokushige, 273 U.S. 298, 1927.

- Feinman, G. "The Impact of Humanistic Education Instruction on Self-Concept, Racial Prejudice, School Attendance, School Performance, and Discipline." Ph.D. dissertation, Fordham University, 1982.
- Feldman, G. M. "An Evaluation of an Intensive Group Therapy Program for Behaviorally Disruptive and Academically Underachieving Upper-Elementary Black Schoolchildren in an Urban Public School." Ph.D. dissertation, Temple University, 1984.
- Felice, L. G. Mexican American Achievement Performance: Linking the Effects of School and Family Expectations to Benefit the Bi-lingual Child. Toronto: American Educational Research Assoc., 1978. (ERIC Document Reproduction Service No. ED 151 125).
- Felker, D. W. "Prediction of Specific Self-Evaluations From Performance and Personality Measures." Psychological Reports 31(December 1972):823-6.
- Felker, D. W., and Stanwyck, D. J. "General Self-Concept and Specific Self-Evaluation after an Academic Task." Psychological Reports 29(August 1971):60-2.
- Ferrara, B. E., and Redemer, M. Evaluation Report of the Title VII Emergency School Aid Act Program of the Springfield Public Schools. Springfield, IL: Sangamon State University, 1979. (ERIC Document Reproduction Service No. ED 181 059).
- Fitts, W. H. The Self-Concept and Self-Actualization. Nashville, TN: Counselor Recordings and Tests, 1971.
- Flora, R. R. "The Effect of Parent and Adolescent Self-Concept upon Adolescents' Perceived Communication with Parents." Ph.D. dissertation, Oregon State University, 1975.
- Franco, J. N. "A Developmental Analysis of Self-Concept in Mexican American and Anglo School Children." Hispanic Journal of Behavioral Sciences 5(June 1982):207-18.

- Franklin, M. R.; Duley, S. M.; Rousseau, E. W.; and Sabers, D. L. "Construct Validation of the Piers-Harris Children's Self-Concept Scale." Educational and Psychological Measurement 41(Summer 1981):439-43.
- Franzosa, S. D. "The Best and Wisest Parent: A Critique of John Holt's Philosophy of Education." Urban Education 19(October 1984):227-44.
- Fredman, M. E. "Two Self-Concept Variables, Pupil Classroom Behavior, and Academic Achievement among Upper-Elementary School Males." Ph.D. dissertation, Temple University, 1976.
- Friedman, S. N. "Components of Self-Concept among Elementary School Children in Low and Middle Socioeconomic Levels." Ph.D. dissertation, Fordham University, 1975.
- Fromm, C. R. Escape from Freedom. New York: Rinehart, 1941.
- Gable, R. K.; LaSalle, A. J.; and Cook, K. E. "Dimensionality of Self-Perception: Tennessee Self-Concept Scale." Perception and Motor Skills 36(April 1973):551-60.
- Gaebelein, F. E. "The Greatest Educational Force." Christianity Today, August 28 1964, pp. 28-9.
- Gay, C. J. "Academic Achievement and Intelligence among Negro Eighth-Grade Students as a Function of the Self-Concept." Ed.D. dissertation, North Texas State University, 1966.
- Gefteas, D. J. "A Study of the Relationship between Self-Concept and Reading Achievement in Grades 5, 8, and 10." Ed.D. dissertation, Boston University, 1982.
- Gergen, K. J. The Concept of Self. New York: Holt, Rinehart, and Winston, 1971.
- Gerken, K. C.; Allen, J.; and Snider, B. C. The Relationship between Voluntary Reduction of Minority Isolation and Varied Measures of Affect. Iowa City, IA: University of Iowa, 1980. (ERIC Document Reproduction Service No. ED 209 314).

- Gienapp, K. A. "The Relationship of Children's Perceptions of Parents to Self-Concept and School Achievement." Ph.D. dissertation, University of Illinois, 1980.
- Girona, R. "Changes Operated in Institutionalized Children as a Result of Controlled Interaction with a 'Significant Other.'" Journal of Educational Research 65(1972):343-6.
- Glass, G., and Smith, M. L. Meta-Analysis of Research on the Relationship of Class Size and Achievement. San Francisco: Far West Laboratory for Educational Research and Development, 1978.
- Gordon, D. A. "Children's Beliefs in Internal-External Control and Self-Esteem as Related to Academic Achievement." Journal of Personality Assessment 41(August 1977):383-6.
- Gordon, I. J. What Do We Know about Parents as Teachers. Chicago: American Educational Research Assoc., 1972. (ERIC Document Reproduction Service No. ED 065 788).
- Graham, J. M. "The Relationship of the Developmental Self-Concept to the Academic Achievement of Sixth-Grade Elementary Students." Ph.D. dissertation, University of Oklahoma, 1974.
- Grant, C. R. H. "Age Differences in Self-Concept from Early Adulthood through Old Age." Ph.D. dissertation, University of Nebraska, 1967.
- Greenberg, G. U., and Frank, G. H. "Response Set in the Tennessee Department of Mental Health Self-Concept Scale." Journal of Clinical Psychology 21(July 1965):287-8.
- Greene, S. S. "Summary of Home Study in Alaska." Home School Researcher 1(December 1985):1-4.
- Guardo, C. J. "Sociometric Status and Self-Concept in Sixth Graders." Journal of Educational Research 62(March 1969):320-2.
- Gundry, J. A. "The Effect of Assertiveness Training on the Self-Concepts of Seventh- and Eighth-Grade Parochial School Students." Ph.D. dissertation, The University of North Dakota, 1980.

- Gustavsen, G. A. "Selected Characteristics of Home Schools and Parents Who Operate Them." Ph.D. dissertation, Andrews University, 1980.
- Guzman, L. P. "Puerto Rican Self-Esteem and the Importance of Social Context." Ph.D. dissertation, State University of New York, 1976.
- Gwynne, E. M. "Self-Regard, Parent Perceptions, and Family Representations of Latency-Age Foster and Biological Children of Foster Parents." Ph.D. dissertation, Case Western Reserve University, 1984.
- Harris, J. J., and Fields, R. E. "Outlaw Generation: A Legal Analysis of the Home-Instruction Movement." Educational Horizons, Fall 1982, pp. 26-31, 50, 51.
- Haworth, C. E. "Global and Academic Self-Concept: The Influence of Achievement Change." Ph.D. dissertation, The University of North Carolina at Chapel Hill, 1980.
- Healey, G. W. "Self-Concept: A Comparison of Negro, Anglo, and Spanish-American Students across Ethnic, Sex, and Socioeconomic Variables." Ed.D. dissertation, New Mexico State University, 1969.
- Healey, G. W., and DeBlassie, R. R. "A Comparison of Negro, Anglo, and Spanish-American Adolescents' Self-Concepts." Adolescence 9(Spring 1974):15-24.
- Hebert, D. J. "Reading Comprehension as a Function of Self-Concept." Perception and Motor Skills 27(August 1968):78.
- Henderson, A. W. "The Relationship of Self-Concept and Reading Achievement of Fourth-, Fifth-, and Sixth-Grade Students at Southern University Laboratory School." Ph.D. dissertation, Kansas State University, 1974.
- Hess, R. D., and Shipman, V. "Maternal Attitudes toward the School and the Role of Pupils: Some Social Class Comparisons." In Developing Programs for the Educationally Disadvantaged. Edited by A. H. Passow. New York: Teachers College, Columbia University, 1968.

- Hill, S. G. "The Effects of a Program of Structured Group Counseling on the Self-Concept and Leadership Skills of Disadvantaged Gifted Elementary-School Students." Ed.D. dissertation, The College of William and Mary in Virginia, 1982.
- Hoffman, D. A. "Cognitive Style and Intelligence: Their Relation to Leadership and Self-Concept." Ph.D. dissertation, Ohio State University, 1975.
- Holt, J. "Home Schooling Lets a Child's Mind Grow." USA Today, December 2, 1983a.
- _____. "Schools and Home Schoolers: A Fruitful Partnership." Phi Delta Kappan 64(February 1983b):391-4.
- _____. Teach Your Own. New York: Delacorte Press, 1981a.
- _____. "The Constitutional Basis of Home-Schooling." Paper presented before the Committee on Education, Massachusetts State Legislature, October, 1981b.
- Holy Bible, The.
- "Home Schooling: An Idea Whose Time Has Returned." Human Events 44(September 15 1984):824-7.
- "Honors." The Parent Educator and Family Report 1(January 1983):3.
- Hughes, J. R. "A Study of the Relationship of the Music Teacher's Self-Concept to the Student's Attitude Toward Music Learning." Ph.D. dissertation, Michigan State University, 1974.
- Ikeda, S. K. "The Effects of Class Meetings on Self-Esteem of Special-Class and Resource-Room Learning-Disabled Children." Ed.D. dissertation, Rutgers University, 1982.
- Jackson, A. P. "The Effects of Selected Values Clarification Activities on the Self-Concept and Reading Achievement of Black Rural Fourth- and Fifth-Grade Students." Ed.D. dissertation, Mississippi State University, 1982.

- Johnson, B. L. "The Effectiveness of Special Class Placement on Learning-Disabled High-School Students." Ed.D. dissertation, Northern Arizona University, 1980.
- Johnson, B. W. "The Coopersmith Self-Esteem Inventory: A Construct Validation Study." Educational and Psychological Measurement 43(Autumn 1983):907-13.
- Johnson, D. "Student-Student Interaction: The Neglected Variable in Education." Educational Researcher, January, 1981, pp. 5-6.
- Johnson, D. S. "Naturally Acquired Learned Helplessness: The Relationship of School Failure to Achievement Behavior, Attributions, and Self-Concept." Journal of Educational Psychology 73(April 1981):174-80.
- Jones, B. C. "A Comparative Study of Academic Achievement and Self-Concept of Junior-High Students from Different Elementary Backgrounds." Ed.D. dissertation, University of Southern Mississippi, 1982.
- Jones, T. N., and Semler, D. P., eds. School Law Update--1982. Topeka, KS: National Organization on Legal Problems of Education, 1983. (ERIC Document Reproduction Service No. ED 232 296).
- Kagel, C. M. "The Association between Children's Self-Concepts and Parental Attributions." Ed.D. dissertation, University of Cincinnati, 1981.
- Kahn, L. E. "Self-Concept and Physical Fitness of Retarded Students as Correlates of Social Interaction between Retarded and Non-Retarded Students." Ph.D. dissertation, New York University, 1982.
- Kanoy, R. C.; Johnson, B. W.; and Kaney, K. W. "Locus of Control and Self-Concept in Achieving and Underachieving Bright Elementary Students." Psychology in the Schools 17(1980):395-9.
- Kearney, K. "At Home in Maine: Gifted Children and Home Schooling." G/C/T, May/June 1984, pp. 16-9.

- Keeves, J. P. "The Home Environment and Educational Achievement." Unpublished manuscript, Australian Nat. University, Oct., 1970. Cited by I. J. Gordon, What Do We Know About Parent-As-Teachers? Chicago: American Educational Research Assoc., 1972. (ERIC Reproduction Service No. ED 065 788).
- Kesner, J. K. "The Relationship between Length of Time Since Parental Separation and the Adjustment of Children to Divorce." Ph.D. dissertation, United States International University, 1983.
- Ketcham, B., and Snyder, R. T. "Self-Attitudes of the Intellectually and Socially Advantaged Student: Normative Study of the Piers-Harris Children's Self-Concept Scale." Psychology Reports 40(February 1977):111-6.
- King, M. E. "Parental Self-Actualization and Child's Self-Concept." Ph.D. dissertation, Iowa State University, 1974.
- Kink, L. L. "An Analysis of Sacramento Area Parents Practicing Home Schooling." M.A. thesis, California State University, 1983.
- Kipust, P. J. "Moral Development and Self-Concept of Hasidic Adolescent Boys and Girls." Ed.D. dissertation, Yeshiva University, 1983.
- Klimes, A. "Self-Concept Patterns of Inadequate and Adequate Adult Readers." Ed.D. dissertation, Andrews University, 1977.
- Knopp, M. A. "A Study of the Relationship of Teachers' Self-Concepts, Preferred Teaching Style, and Gains in the Self-Concepts of Intermediate-Aged Students." Ed.D. dissertation, University of Pittsburgh, 1975.
- Knox v. O'Brian, 72 A.2d 389, 1950.
- Koch, D. R. "Concept of Self and Mathematics Achievement." Ed.D. dissertation, Auburn University, 1972.
- Koskoff, C. G. "A Comparison of the Self-Concept of Children Enrolled in American Open-Primary Schools and American Traditional Schools." Ph.D. dissertation, University of Connecticut, 1973.

- Kugle, C. L. "Self-Esteem and Academic Behavior among Second Graders." Ph.D. dissertation, The University of Texas at Austin, 1980.
- Kugle, C. L., and Clements, R. O. Self-Esteem and Academic Behavior among Elementary School Children. Austin, TX: Texas University, 1981. (ERIC Document Reproduction Service No. ED 206 995).
- Larmer, W. G. "The Development and Evaluation of an Experience-Based Curriculum for Learning-Disabled Adolescents." Ed.D. dissertation, Texas Tech University, 1980.
- Leonardson, G. R. "The Relationship between Self-Concept and Selected Academic and Personal Factors." Ph.D. dissertation, University of Northern Colorado, 1976.
- Linden, N. J. "An Investigation of Alternative Education: Home Schooling." Ph.D. dissertation, East Texas State University, 1983.
- Lines, P. M. "Private Education Alternatives and State Regulation." Journal of Law and Education 12(April 1983):189-234.
- _____. "Private Education Alternatives and State Regulation. Working Paper." Denver, CO: Law and Education Center, 1981. (ERIC Document Reproduction Service No. ED 218 801).
- _____. "State Regulation of Private Education." Phi Delta Kappan 64(October 1982):119-23.
- Love, B. B. "Self-Esteem in Women Related to Occupational Status: A Biracial Study." Ph.D. dissertation, Northwestern University, 1974.
- LoVette, O. K. "A Correlational Investigation of the Self-Concepts of Fifth- and Sixth-Grade Teachers and Their Students." Ed.D. dissertation, Oklahoma State University, 1973.
- McCoy, E. "Home Schooling, An Issue for Parents." The New York Times, February 26 1981.
- McGuire, M. E. "A Comparison of Self-Concepts between Preschool and Nonpreschool Second Graders." Ph.D. dissertation, University of Oregon, 1975.

- McIntire, W. G., and Drummond, R. J. "Multiple Predictors of Self-Concept in Children." Psychology in the Schools 14(July 1977):295-8.
- Mague, R. E. "The Relationships among Self-Concept, Career Awareness, Career Attitude, Social Competence, and Academic Achievement in a Comprehensive Career Education Project." Ph.D. dissertation, The Ohio State University, 1982.
- Maritain, J. Education at the Crossroads. New Haven, CN: Yale University Press, 1943.
- Marotz, L. W. "A Longitudinal Study of the Comparison of Self-Concept and Conceptual Level Development in Adolescents." Ed.D. dissertation, The University of Nebraska, 1983.
- Mason, B. O. "The Effect of University Student Tutors on the Self-Concepts of Elementary-School Pupils." Ed.D. dissertation, Louisiana State University and Agricultural and Mechanical College, 1975.
- Mawhinney, P. E. "We Gave Up on Early Entrance." Michigan Educational Journal, May 1964.
- Mazaheri, M. "A Comparative Study of Resident Versus Nonresident Students of a Multifaceted Organization for Learning Disability." Ph.D. dissertation, United States International University, 1981.
- Meighan, R. "Political Consciousness and Home-Based Education." Educational Review 36(1984):165-73.
- Mettes, D. "Self-Report vs. Teacher Observation." Unpublished manuscript, Purdue University, Lafayette, Indiana, 1971. Cited by E. V. Piers, Piers-Harris Children's Self-Concept Scale: Revised Manual 1984, Los Angeles: Western Psychological Services, 1985.
- Michael, W. B.; Smith, R. A.; and Michael, J. J. "The Factorial Validity of the Piers-Harris Children's Self-Concept Scale for Each of Three Samples of Elementary, Junior High, and Senior High School Students in a Large Metropolitan School District." Educational and Psychological Measure 35(Summer 1975):405-14.

- Miller, V. M. "Self-Concept, Locus of Control and Home Environment in a Population of Special Education and Regular Students in Junior High School." Ph.D. dissertation, United States International University, 1985.
- Miller, W. E. "A Comparative Analysis of Segregated Versus Nonsegregated Educational Programming for High School Gifted Students on Self-Concept and Selected Other Variables." D.Ed. dissertation, Pennsylvania State University, 1982.
- Mills, H. A. "The Effect of Teachers' Self-Concept on Student Achievement in the Junior High School." Ed.D. dissertation, George Peabody College for Teachers, 1975.
- Moore, R. S. "American Schools: Some Proven Solutions." Paper prepared for U. S. Secretary of Education meeting, June 24 1985a. (Duplicated.)
- _____. Communication to the Secretary, Department of Education, April 18 1985b.
- _____. "Research and Common Sense: Therapies for Our Homes and Schools." Teachers College Record 84(Winter 1982):355-77.
- Moore, R. S., and Moore, D. N. Better Late than Early. Berrien Springs, MI: Reader's Digest Press, 1982a.
- _____. Home Spun Schools. Waco, TX: Word Books, 1982b.
- Moore, R. S.; Moore, D. N.; Willey, T. J.; Moore, D. R.; and Kordenbrock, D. K. School Can Wait. Provo, UT: Brigham Young University Press, 1979.
- Moran, M.; Michael, W. B.; and Dembo, M. H. "The Factorial Validity of Three Frequently Employed Self-Report Measures of Self-Concept." Educational and Psychological Measurement 38(Summer 1978):547-63.
- Mullen, N. "Unschooling--A Learn-as-You-Go Experiment." The Christian Science Monitor June 6 1983.
- Naisbitt, J. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, 1983.

- Nasanow, E. S. "Communicator Adaptability as Related to Self-Concept, Personal Adjustment, Social Adjustment, and Birth Order in Children." Ph.D. dissertation, California School of Professional Psychology, 1976.
- Nezer, H. W. "Factors Affecting the Relationship between a Child's Self-Concept and Levels of Social Skills Competence." Ph.D. dissertation, Boston College, 1983.
- Nolte, M. C. "Home Instruction in Lieu of Public School Attendance." In School Law in Changing Times, pp. 5-15. Edited by M. A. McGhehey. Topeka, KA: National Organization on Legal Problems in Education, 1982.
- Nystul, M. S. "The Effects of Birth Order and Sex on Self-Concept." Ph.D. dissertation, Oregon State University, 1974.
- O'Donnell, W. J. "Adolescent Self-Esteem Related to Feelings toward Parents and Best Friends." Ph.D. dissertation, University of North Carolina, 1975.
- Ogard, E. M. "The Relationship between Self-Concept and School Attendance." Ed.D. dissertation, Oregon State University, 1972.
- Oigbokie, P. I. "A Descriptive Study on the Self-Concept of Black Children from Two Countries." Ph.D. dissertation, Mississippi State University, 1983.
- Oldfield, R. R. "The Effects of Meditation on Selected Measures of Human Potential." Ph.D. dissertation, The University of Nebraska, 1981.
- O'Rourke, K. A. "An Analysis of Selected Variables That May Be Related to Self-Concept Development of the Sixth-Grade Students in the Altoona Area School District." D.Ed. dissertation, Indiana University of Pennsylvania, 1984.
- O'Such, T. G.; Havertape, J. H.; and Pierce, K. A. "Group Differences in Self-Concept among Handicapped, Normal, and Gifted Learners." Humanist Educator 18(September 1979):15-21.

- Pang, V. O. "The Self-Concept of Japanese American and White American Children in the Fourth through Sixth Grade as Measured by a Modified Piers-Harris Children's Self-Concept Scale." Ph.D. dissertation, University of Washington, 1981.
- Pang, V. O., et al. "Self-Concepts of Japanese-American Children." Journal of Cross-Cultural Psychology 16(March 1985):99-109.
- Parish, T. S., and Taylor, J. C. "The Personal Attribute Inventory for Children: A Report on Its Validity and Reliability as a Self-Concept Scale." Educational and Psychological Measurement 38(Summer 1978):565-9.
- Passmore, W. S. J. "An Investigation of the Relationship of Self-Concept and Selected Personal Characteristics of Student Teachers to Success in Student Teaching." Ed.D. dissertation, North Texas State University, 1970.
- Perchemlides v. Frizzle, No. 16641 (Mass. Supar. Ct., Hampshire County, Nov. 13, 1978).
- Peters, D. M. "The Self-Concept as a Factor in Over- and Under-Achievement." Ed.D. dissertation, Indiana University, 1968.
- Peterson, J. L. "The Relationship of Family Structure to the Psychological Adjustment of Children." Ph.D. dissertation, The University of Vermont and State Agricultural College, 1982.
- Pierce v. Society of Sisters, 268 U.S. 510, 1925.
- Piers, E. V. "Children's Self-Rating and Rating by Others." Unpublished manuscript, 1965. Cited by E. V. Piers, Piers-Harris Children's Self-Concept Scale: Revised Manual 1984, Los Angeles: Western Psychological Services, 1985.
- _____. "Parent Prediction of Children's Self-Concepts." Journal of Consulting and Clinical Psychology 38(June 1972):428-33.
- _____. Piers-Harris Children's Self-Concept Scale: Revised Manual 1984. Los Angeles: Western Psychological Services, 1985.

- Pirtle, K. B. "Cross-Age Tutoring by High-School Students and the Affective Perception of Fourth Graders." Ph.D. dissertation, The University of Arizona, 1982.
- Poulin, G. A. "A Study of Reading Ability Levels and Differential Program Components of White Males Attending a Vocational Technical High School." Ed.D. dissertation, Boston University, 1983.
- Pound, R. E.; Hansen, J. C.; and Putnam, B. A. "An Empirical Analysis of the Tennessee Self-Concept Scale." Educational and Psychological Measurement 37(1977):545-51.
- Prendergast, M. A., and Binder, D. M. "Relationships of Selected Self-Concept and Academic Achievement Measures." Measurement and Evaluation and Guidance 8(July 1975):92-5.
- Prince v. Massachusetts, 321 U.S. 158, 1944.
- Puckett, J. R., and Ford, H. T. "Self-Concept Scores and Participation in Recreation-League Team Sports." Perceptual and Motor Skills 52(February 1981):249-50.
- Purkey, W. W. Self-Concept and School Achievement. Englewood Cliffs, NJ: Prentice-Hall, 1970.
- Putnam, B. A.; Hosie, T. W.; and Hansen, J. C. "Sex Differences in Self-Concept Variables and Vocational Attitude Maturity of Adolescents." Journal of Experimental Education 47(1978):23-27.
- Querry, P. H. "A Study of the Self-Concept of Children with Functional Articulation Disorders and Normal Children." M.A. thesis, University of Pittsburgh, PA, 1970. Cited by E. V. Piers, Piers-Harris Children's Self-Concept Scale: Revised Manual 1984, Los Angeles: Western Psychological Services, 1985.
- Radice, R. J. "The Effects of Maternal Employment on First-, Third-, and Fifth-Grade Children's Academic Achievement and Self-Concept." Ed.D. dissertation, Rutgers University, 1981.

- Rahaim, F. J. "A Factor Analytic Study of the Tennessee Self-Concept Scale: An Examination of the Dimensions of Self-Perception and the Stability of the TSCS as a Measurement Device of the Self-Concept." Ph.D. dissertation, University of Southern Mississippi, 1976.
- Raschke, H. J., and Raschke, V. J. "Family Conflict and Children's Self-Concepts: A Comparison of Intact and Single-Parent Families." Journal of Marriage and the Family 41(May 1979):367-74.
- Ray, B. "Parent as Tutor Experimental Program in Washington State." Home School Researcher 1(December 1985):5-7.
- Reck, U. M. Self-Concept, School, and Social Setting: An In-Depth View of Rural Appalachian and Urban Non-Appalachian Sixth Graders. New York: American Educational Research Assoc., 1982. (ERIC Document Reproduction Service No. ED 215 849).
- Reed, C. L. "Sex Differences in Elementary-School Children's Ideal and Actual Self-Concepts." Ph.D. dissertation, Purdue University, 1973.
- Reese-Dukes, J. L. "A Comparison of the Effects of Classroom Placement Status on the Self-Concept and Academic Achievement of Self-Contained and Mainstreamed Educable Mentally Retarded Students." Ed.D. dissertation, The University of Tennessee, 1981.
- Render, G. F. "The Relationship between Locus of Control, Self-Concept, Self-Actualization and Cognitive and Affective Outcomes of Instruction." Ph.D. dissertation, Purdue University, 1973.
- Richman, C. L.; Clarke, M. L.; and Brown, K. P. General and Specific Self-Esteem in Late Adolescent Students: Race x Gender x SES Effects. Winston Salem, NC: Wake Forest University, 1984. (ERIC Document Reproduction Service No. ED 250 607).
- Richoux, D. "Growing without Schooling . . . Another Viewpoint." Education Network News June 1982.
- Roberts, A. "The Self-Esteem of Disadvantaged Third and Seventh Graders." Ph.D. dissertation, Emory University, 1971.

- Roberts, A. L. "School Attitude and Self-Concept Changes Effected by Utilizing High-School Students in a Counseling-Type Relationship with Potential Dropouts in the Elementary School." Ph.D. dissertation, Purdue University, 1972.
- Robinson, J. P., and Shaver, P. R. Measures of Social Psychological Attitudes. Ann Arbor, MI: Institute for Social Research, 1976.
- Rogers, C. R. Client-Centered Therapy: Its Current Practice, Implications, and Theory. Boston: Houghton Mifflin, 1951.
- Rosenberg, M. Society and the Adolescent Self-Image. Princeton, NJ: Princeton University Press, 1965.
- Roth, R. M. "The Role of Self-Concept in Achievement." Journal of Experimental Education 27(June 1959):265-81.
- Roth, W. M. "A Study of the Relationship of Athletic Participation to Self-Concept, Attendance, and Grade-Point Average for Junior High School Students." Ph.D. dissertation, The University of Iowa, 1983.
- Rupp, J. C. Helping the Child to Cope with School. Groninger, Netherlands: Wolters-Noordhoff, 1969.
- Rushdoony, R. J. Law and Liberty. Nutley, NJ: Craig Press, 1971.
- Samuels, S. C. An Investigation into the Relationship between Self-Concept and Achievement of Lower- and Middle-Class Black and White Children: Kindergarten through Eighth Grade. New York: Manhattan College, 1977. (ERIC Document Reproduction Service No. ED 190 202).
- Savicky, A. "The Relationship between Self-Concept and Achievement, Grade Placement, Absences, Sex, Socio-Economic Status, and Birth Position among Nominated Gifted Students." Ph.D. dissertation, University of Pennsylvania, 1980.
- Schalon, C. L. "Performance-Following-Failure Stress as a Function of Level of Self-Esteem." Ph.D. dissertation, University of Iowa, 1966.

- Schaner, G. H. "An Analysis of the Self-Report of Fifth- and Sixth-Grade Regular-Class Children and Gifted-Class Children." Ed.D. dissertation, Kent State University, 1975.
- Schemmer, B. A. "Case Studies of Four Families Engaged in Home Education." Ed.D. dissertation, Ball State University, 1985.
- Schneider, M. J. "A Comparison of Aggressive and Withdrawn Children." Ph.D. dissertation, The University of Vermont and State Agricultural College, 1984.
- Schneyer, L. C. "A Comparison of the Parent-Child Relationships in Gifted Children and Children with Academic Problems." Ed.D. dissertation, The George Washington University, 1981.
- Searles, W. B. "The Relationship between the Perceived Emotional Climate of the Home of College Students and Certain Variables in Their Functioning Related to Self-Concept and Academic Functioning." Ed.D. dissertation, University of Maryland, 1963.
- Sebold, D. D. "The Relationship between Self-Concept and Muscular Strength in Ten- and Eleven-Year-Old Children." Ed.D. dissertation, University of Northern Colorado, 1977.
- Seidman, S. K. "The Self-Concept of Elementary-School Student-Teachers and Its Relationship to Classroom Verbal Interaction." Ed.D. dissertation, New York University, 1969.
- Seligman, J., and Zabarsky, M. "Home Is Where the School Is." Newsweek, April 16 1979, p. 99.
- Selznick, R. M. "An Investigation of the Relationship between Absolute and Relative Achievement-Status Variables and the Global and Academic Self-Concept of Second and Fifth Graders." Ph.D. dissertation, Temple University, 1985.
- Shannon, T. "Should Parents Be Allowed to Educate Their Kids at Home?" Instructor, October 1979, p. 30.
- Shavelson, R. J., and Bolus, R. "Self-Concept: The Interplay of Theory and Methods." Journal of Educational Psychology 74(1982):3-17.

- Shavelson, R. J.; Hubner, J. J.; and Stanton, G. C. "Self-Concept: Validation of Construct Interpretations." Review of Educational Research 46(Summer 1976):407-41.
- Sheare, J. B. "The Relationship between Peer Acceptance and Self-Concept of Children in Grades 3 through 6." D.Ed. dissertation, Pennsylvania State University, 1975.
- Shopland, P. P. "A Study of the Self-Report Self-Concepts of Fourth-Grade Children in Classrooms of Three Selected Organizational Designs." Ed.D. dissertation, Columbia University, 1975.
- Shoshani, Y. "The Relationships among Social Maturity, Self-Concept and Occupational Knowledge of Upper Elementary-School Children." Ph.D. dissertation, State University of New York, 1975.
- Shreve, E. E. "A Critical Analysis and Evaluation of Evidence Regarding the Reliability and Validity of Four Selected Measures of Self-Concept." Ph.D. dissertation, University of Southern California, 1973.
- Sileo, J. R. "The Relationship of Family Management Style, Locus of Control, Sex, and Self-Concept to Academic Achievement in Elementary-School Black Children." Ph.D. dissertation, Howard University, 1983.
- Sisenwein, M. "A Comparison of the Self Concepts of Negro and White Children in an Integrated School." Ed.D. dissertation, Columbia University, 1970.
- Smith, M. D., and Rogers, C. M. "Item Instability on the Piers-Harris Children's Self-Concept Scale for Academic Underachievers with High, Middle, and Low Self-Concepts: Implications for Construct Validity." Educational and Psychological Measurement 37(2):553-8, Summer, 1977.
- Smith, M. D.; Zingale, S. A.; and Coleman, J. M. "The Influence of Adult-Expectancy/Child-Performance Discrepancies upon Children's Self-Concepts." American Educational Research Journal 15(Spring 1978):259-65.

- Soares, L. M., and Soares, A. T. "Self-Concepts of Disadvantaged and Advantaged Students." Child Study Journal 1(1970):69-73.
- Solorzano, L. "Teaching Kids at Home Stirs New Uproar." U. S. News and World Report, August 19 1985, p. 59.
- Stallman, S. J. "A Study of the Effects of a Home Reading Program on Reading Comprehension and Self-Concept Scores of Third- and Fourth-Grade Title I Children." Ph.D. dissertation, University of Missouri, 1980.
- Standish, C. D., and Standish, R. R. Education in Crisis. Rapidan, VA: Historic Truth Publications, 1984.
- State v. Massa, 231 A.2d 252, 1976.
- State v. Noble, No. S791-0114-A (Mich. Dist. Ct., Allegan County, Jan. 9, 1980).
- State v. Riddle, 285 S.E.2d 367, 1981.
- State v. Shaver, 294 N.W.2d 883.
- State v. Tollefsrud, No. K8222 (Minn. Couty Ct., Houston County, Feb. 9, 1983).
- State v. Whisner, 47 Ohio St. 2d 181, 1976.
- Steger, H. L. "Dimensions and Correlates of Children's Self-Concept." Ph.D. dissertation, University of Kentucky, 1975.
- Stephen v. Bongart, 189 A.131, 1937.
- Stephenson, L. S. "The Effects of an Expressive Arts Therapy Program on the Creativity and Self-Concept of Emotionally Disturbed Children." Ph.D. dissertation, United States International University, 1984.
- Stone, J. D. "A Computer-Assisted Correlational Analysis of the Language of Self-Concept." Ph.D. dissertation, Pennsylvania State University, 1973.

- Sullivan, J. L. Perceptions of Students' Self and Ideal Self by Teachers and Students at the Red Lake Indian Reservation. Grand Forks, ND: University of North Dakota, 1979. (ERIC Document Reproduction Service No. ED 244 759).
- Sutton, R. E. "A Comparison of the Expressed Self-Concepts of Students in a Seventh-Day Adventist College to the Expressed Self-Concepts of Students in a Public-Supported University." Ph.D. dissertation, University of Idaho, 1975.
- Swift, E. J. "Improving Student Self-Concept and Reducing Aggressive Classroom Behavior through Group Training in Non-Aggressive Conflict Resolution." Ed.D. dissertation, University of Northern Colorado, 1981.
- Taub, M. J. "An Investigation of the Relationship between Parent and Child Self-Concept Measurements." Ph.D. dissertation, University of Maryland, 1972.
- Tauger, H. "The Self-Concept as a Measure of Parent-Child Relationships among Users and Nonusers of Marihuana." Ph.D. dissertation, California School of Professional Psychology, 1972.
- Teaching Parents Association. "Survey of Home-Schooling Families Relative to Proposed Changes in Legislation in Washington State." Edition 2, 1984. (Duplicated.)
- Thai, N. T. "The Relationship of Reading Achievement and the Self-Concept of Vietnamese Refugee Students." Ph.D. dissertation, The Florida State University, 1982.
- Thompson, E. W., and Shein, H. An Evaluation of the Middle Years Alternative Program. Ann Arbor, MI: Office of Research and Evaluation, 1978. (ERIC Document Reproduction Service No. ED 163 054).
- Tobak, J. W., and Zirkel, P. "Home Instruction: An Analysis of the Statutes and Case Law." University of Dayton Law Review 1(1982):29-30.
- _____. "The Law of Home Instruction." School Administrator 40(February 1983):22-4.
- Tocco, T. S., and Bridges, C. M. "The Relationship between the Self-Concepts of Mothers and Their

- Children." Child Study Journal 3(1973):161-79.
- Torbert, M. R. "Relationships between Motor Proficiency and Self-Concept of Sixth-Grade Boys." Ph.D. dissertation, University of Southern California, 1972.
- Totin, R. C. "A Qualitative and Quantitative Investigation of the Self-Concept of Normal and Learning Disabled Fifth- and Sixth-Grade Elementary Children." Ph.D. dissertation, Wayne State University, 1982.
- Tyler, J. A. L. "The Relationship between Self-Concept and Motor Performance of Second-Grade Children." Ph.D. dissertation, Ohio State University, 1972.
- U. S. Bureau of Census. Statistical Abstracts of the United States--1985. Washington, D. C.: U. S. Government Printing Office, 1984.
- Vacchiano, R. B., and Strauss, P. S. "The Construct Validity of the Tennessee Self-Concept Scale." Journal of Clinical Psychology 24(July 1968): 323-6.
- Vance, J. J., and Richmond, B. O. "Cooperative and Competitive Behavior as a Function of Self-Esteem." Psychology in the Schools 12(April 1975):225-9.
- Vereen, M. Reading Achievement and Self-Concept of Fifth-Grade Students. New Jersey: Kean College, 1980. (ERIC Document Reproduction Service No. ED 192 264).
- Vincent, J. "An Exploratory Factor Analysis Relating to the Construct Validity of Self-Concept Labels." Educational and Psychological Measurement 28(August 1968):915-21.
- Wade, T. E.; Moore, D. N.; and Bumstead, R. A. School at Home. Auburn, CA: Gazelle Publications, 1980.
- Waksman, S. A. "A Controlled Evaluation of Assertion Training with Adolescents." Adolescence 19(Summer 1984):277-82.
- Waldron, K. A. "Relationships among Teacher Personality, Teacher Behaviors, and Student Performance in Classes for the Educable Mentally Retarded."

- Ph.D. dissertation, Syracuse University, 1975.
- Walker, K. D. "Effects of Social and Cultural Isolation upon the Self-Concepts of Negro Children." Ed.D. dissertation, University of Miami, 1968.
- Wallace, N. Better Than School. New York: Larson Publications, 1983.
- Wartes, J. "One Educator's Observations about Home Schooling." Paper prepared for circulation, September 1985. (Duplicated.)
- Wearda, M. N. "Parental Attitudes and the Self-Concept of Their Orthopedically Handicapped Children." Ph.D. dissertation, United States International University, 1982.
- Wells, L. E., and Marwell, G. Self-Esteem: Its Conceptualization and Measurement. Beverly Hills, CA: Sage Publications, 1976.
- Wendler, C. L. "Examining the Dimensionality of Self-Concept Using the Piers-Harris." Los Angeles: Western Psychological Services, 1984. (ERIC Document Reproduction Service No. ED 250 602).
- West, J. L. "An Investigation of Children's Self-Concept Variance in the Elementary-School Grades One, Three and Six." Ed.D. dissertation, Utah State University, 1976.
- Wetmore, R. C. "The Influence of Outward-Bound School Experience on the Self-Concept of Adolescent Boys." Ed.D. dissertation, Boston University, 1972.
- "When Parents Ask: Who Needs School?" U. S. News and World Report, September 22 1980, p. 47.
- Whitaker-Braxton, B. "An Analysis of the Relationship between Organizational Climate of Elementary School and Student Self-Concept." Ed.D. dissertation, The College of William and Mary in Virginia, 1982.
- White, A. M. "A Comparison of Self-Concept of Gifted and Non-Gifted Female Students." Ph.D. dissertation, Florida Institute of Technology, 1983.
- White, E. G. Counsels to Parents, Teachers, and Students.

Mountain View, CA: Pacific Press, 1913.

White, K., and Howard, J. L. "Failure to Be Promoted and Self-Concept among Elementary-School Children." Elementary School Guidance and Counseling 7(March 1973):182-7.

Whitehead, J. W., and Bird, W. R. Home Education and Constitutional Liberties. Westchester, IL: Crossway Books, 1984.

Wiegand, L. M. "A Study of Aggression and Self-Concept in Abused and Neglected Children." Ph.D. dissertation, Hofstra University, 1982.

Williams, D. D.; Arnoldsen, L. M.; Reynolds, P. Understanding Home Education: Case Studies of Home Schools. New Orleans: American Educational Research Assoc., 1984. (ERIC Document Reproduction Service No. ED 244 392).

Williams, R. L. "Relationship of Class Participation to Personality, Ability, and Achievement Variables." Journal of Social Psychology 83(April 1971): 193-8.

Wilson, W. D. "A Study of the Self-Concept of Hyperactive Children." Ph.D. dissertation, United States International University, 1976.

Wisconsin v. Yoder, 406 U.S. 205, 1972.

Wodrich, D. L. "Self-Concept and Academic Achievement among Educable Mentally Retarded Pupils." Ph.D. dissertation, Arizona State University, 1975.

Woodard, Q. E. "Effect of Father-Presence and Father-Absence on the Self-Concept of Black Males in Special Education and Regular Education Classes." Ed.D. dissertation, Western Michigan University, 1984.

Wylie, R. C. The Self-Concept: A Critical Survey of Pertinent Research Literature. Lincoln: University of Nebraska Press, 1961.

_____. The Self-Concept: A Review of Methodological Considerations and Measuring Instruments. Lincoln: University of Nebraska Press, 1974a.

_____. The Self-Concept: Theory and Research on

Selected Topics. Lincoln: University of
Nebraska Press, 1974b.

Wynn, L. "An Investigation of the Self-Concepts of
Educable Mentally Retarded Children in
Institutional and Natural Home Settings." Ed.D.
dissertation, University of Alabama, 1974.

Yates, P. R. "The Relationship between Self-Concept and
Academic Achievement among Gifted Elementary
School Students." Ph.D. dissertation, University
of Florida, 1975.

Yonker, R. J.; Blixt, S.; and Dinero, T. "A
Methodological Investigation of the Development
of a Semantic Differential to Assess Self-
Concept." Paper presented at the National
Council on Measurement in Education, Chicago,
April 1974.

Zirkel, P. A., and Gluckman, I. B. "Home Instruction:
When It's Legal." Principal 62 (January 1983):
37-8.

VITA

NAME: John Wesley Taylor V

DATE OF BIRTH: June 26, 1961

PLACE OF BIRTH: Mayaguez, Puerto Rico

EDUCATION:

- 1986 Doctor of Philosophy Candidate
Curriculum & Instruction
Andrews University, Michigan
- 1984 Master of Arts - Educational Administration
Andrews University, Michigan
- 1983 Bachelor of Arts - Religion
Bachelor of Science - Health Science
Weimar College, California

PROFESSIONAL EXPERIENCE:

- 1986- Instructor, School of Education
Andrews University, Michigan
- 1985-86 Supervisor, Academic Computing Services
and Academic Account Manager
Andrews University, Michigan
- 1985 Supervisor, Microcomputer Lab
Andrews University, Michigan
- 1984 Administrative Intern
Hartland College, Virginia
- 1983-84 Graduate Assistant in Institutional Research,
Dept. of Educational Administration, and
Dept. of Curriculum and Instruction
Andrews University, Michigan
- 1982-83 Assistant in Weimar Medical Center, Outpatient
Clinic, and Hydrotherapy Dept.
Weimar Institute, California
- 1980-83 Chemistry Lab Instructor and Supervisor of
Time Records Dept.
Weimar College, California
- 1977-79 Highschool Mathematics and Music Theory Teacher
Centro Educational Adventista, Honduras